

Northamptonshire Safeguarding Children Board

The Northamptonshire Tackling Child Sexual Exploitation Toolkit

A toolkit to raise awareness and share strategies to ensure early help is provided to children and young people at risk of child sexual exploitation.

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Introduction

Welcome to the Northamptonshire Child Sexual Exploitation (CSE) toolkit. This toolkit has been developed across a range of multi-agency partners under the auspices of the Northamptonshire Safeguarding Children Board (NSCB). The purpose of this toolkit is to provide practical guidance to professionals and frontline workers regarding CSE. It outlines signs and symptoms, dispels myths, and looks at the process of exploitation. It helps us identify CSE and know how to respond so that the young person is prevented from becoming a victim or is protected from further abuse.

- Chapter one explains what CSE is, and how to recognise it.
- The second chapter looks at the local response and at what workers must do when they suspect a young person is at risk of CSE.
- This is followed by a number of chapters that are agency specific, including chapters written by Health, Police, Children's Social Services, Education and the Leisure Industry.
- There are also chapters for parents and for young people that workers can use to work with families.
- The toolkit also provides links to useful resources and practical guidance on to how to engage families vulnerable to, or affected by CSE.

Child sexual exploitation and Trafficking is harmful and extremely damaging, even life-threatening, whereby children and young people are enticed and coerced through exploitation.
The sexual exploitation and trafficking of this vulnerable section of society is a criminal act; a violation of human rights of children and an act of violence.
Evidence on child sexual exploitation and trafficking indicates no county of the UK is free from this issue. The widespread nature of this crime suggests that all professionals may at some point come into contact with a person who has been exploited. (Sheila Taylor, MBE, Chief Executive NWG Network)

The prevention of CSE is everybody's business and responsibility and as our local campaign says



Background

This work takes place in the wider context of increasing public awareness of child sexual abuse and child sexual exploitation. There have been a number of high profile cases relating to CSE that have been widely publicised. In 2010, Operation Retriever in Derby resulted in the arrest and conviction of a group of 13 defendants on 70 offences that related to the sexual exploitation of children and young people. Operation Kern subsequently resulted in the conviction of 11 individuals who had separately been involved in sexual exploitation. In May 2012, 9 men from Rochdale and Oldham were convicted of offences that included: rape, sexual activity with a child, sexual assault, and trafficking in persons for the purposes of prostitution/trafficking within the UK for sexual exploitation.

In June 2013, 7 men from Oxford were sentenced for offences related to child sexual exploitation that included: rape of a child under 13, trafficking in persons for the purposes of prostitution/trafficking within the UK for sexual exploitation, and accusing or inciting child prostitution. In February 2014, 4 men in a child sex abuse ring from Peterborough were sentenced for offences that included: causing or inciting a child to engage in sexual activity, causing or inciting child prostitution or pornography; rape, sexual activity with a child, and sexual touching / sexual activity with a child under 16. Very recently, in August 2014, the Independent Inquiry into Child Sexual Exploitation in Rotherham by Professor Alexis Jay identified the shocking exploitation of at least 1400 children and young people between 1997 and 2013. The report raised many concerns about the treatment of victims and identified failures by the police, social care managers and officials in their response. (*Jay, 2015*)

An ITV documentary in October 2012 ('Exposure, the other side of Jimmy Savile') led to Operation Yewtree. In January 2013, *Giving Victims a Voice*, was published – a joint report between the Metropolitan Police and the NSPCC into sexual allegations against Jimmy Savile (*NSPCC, Giving Victims a Voice, 2013*). That report noted that since Operation Yewtree began in October 2012, approximately 600 people had come forward to provide information to the investigative team. The total number of these relating to Savile was expected to be about 450, mainly alleging sexual abuse. Operation Yewtree has broadened its remit to include non-Savile related allegations.

The first hand testimony of victims in court and in the media, and the learning from police operations and case reviews, has raised awareness of the extent of, and forms that CSE can take. Reviews such as the Operation Kern Learning Review (DSCB, 2013) have given

important insights into the impact of investigative and court processes on young people and their families, and how professionals should approach and support children and families.

Given the consequences for the physical and mental health for some children and young people who have been sexually exploited, this presents a major public health concern necessitating consideration of a more systematic approach to prevention and intervention. (*AMRC, 2014*)

Prevalence data for child sexual exploitation is difficult to capture for various reasons including:

- The low levels of reporting by young people themselves. Young people may not perceive themselves as sexually exploited. They may experience obstacles to disclosure when they do try to tell someone. (*Beckett, Factor, & Melrose, 2013*)
- The variable levels of awareness and confusion around the definition. Professionals may not perceive situations as exploitative when they are e.g. seeing a young person as making a 'choice' about a sexual relationship, or having misconceptions about what a typical victim would look like, e.g. assuming that if someone seems 'streetwise' they would not be at risk.
- The difficulties around intelligence gathering and information sharing - in some health settings there are dilemmas about information sharing which may lead to under-reporting of CSE. There can be a lack of clarity about information sharing between agencies, who may have different ways of working (professional culture) and levels of confidentiality.
- The inconsistent recording of data – CSE is not a diagnosis so it is hard to get good data on it from health settings.

For all these reasons, it is very likely that the available data represents an under reporting of the extent of CSE. The data sources that do exist show the following picture:

- 16,500 children at risk of child sexual exploitation in England during the period from April 2010 to March 2011 – this estimate is from the information submitted to the Office of the Children's Commissioner Inquiry into Child Sexual Exploitation in Gangs and Groups.
- 2,409 children confirmed as victims of sexual exploitation in gangs and groups in England during the period from August 2010 to October 2011
- 1,875 cases of localised grooming reported by the Child Exploitation and Online Protection Centre (CEOP, 2011)
- Child sexual exploitation is an issue of concern for 1 in 7 young people known to social services in Northern Ireland; 1 in 5 is deemed to be at significant risk (*Barnado's, Not a World Away, the Sexual Exploitation of Children and Young People in Ireland, 2011*)

Data on child sexual abuse of all types will include some cases of child sexual exploitation within the data set:

- One in 20 children (4.8%) have experienced contact sexual abuse (*Lorraine Radford, 2011)*

Given the relatively small number of sexually abused children and young people receiving assistance from services, the studies would suggest that child sexual abuse is under reported and not always recognised by those in contact with affected children and young people. (*Academy of Medical Royal Colleges 2014*).

Chapter One: What is CSE and What You Need to Know?

DEFINITION OF CSE

Northamptonshire Safeguarding Children Board defines CSE as:

"The sexual exploitation of children and young people is a form of child sexual abuse. Sexual exploitation of children and young people under 18 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"

In 2008 the NWG and the Children's Society elicited young people's own definition as follows (NWG-Network, 2008):

"Someone taking advantage of you sexually, for their own benefit. Through threats, bribes, violence, humiliation, or by telling you that they love you, they will have the power to get you to do sexual things for their own, or other people's benefit or enjoyment (including touching or kissing private parts, sex, taking sexual photos.)"

In all cases, those exploiting the child/young person have power and control over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.

THE GROOMING/CSE PROCESS

What is grooming? The NSPCC defines it as follows (*NSPCC, What is grooming, 2014*):

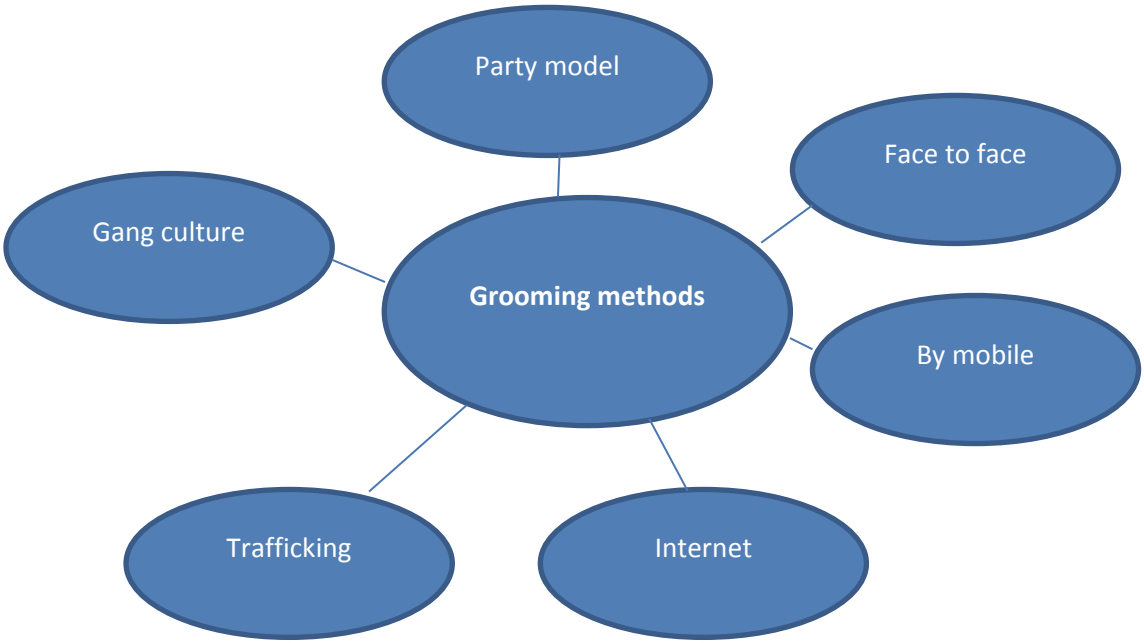
> ***Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation.***
>
> ***Children and young people can be groomed online or in the real world, by a stranger or by someone they know - for example a family member, friend or professional.***
>
> ***Groomers may be male or female. They could be any age.***
>
> ***Many children and young people don't understand that they have been groomed, or that what has happened is abuse.***

The grooming process within CSE involves recruiting, controlling and then exploiting the young person as follows:

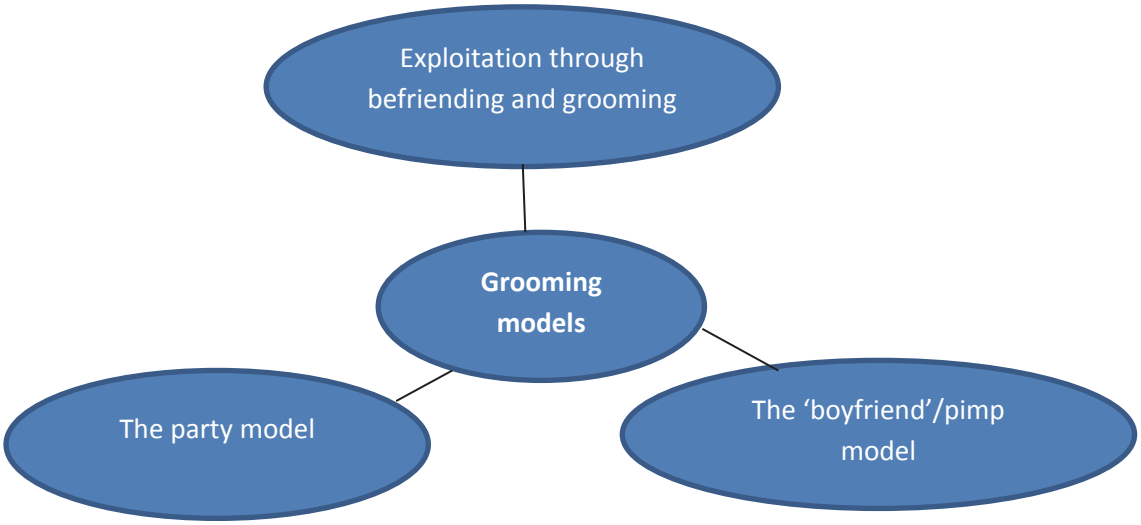
- The vulnerable young person is **targeted**,
- There is a period of **befriending** and **building trust**
- The groomer makes the young person feel **special** and **understood**.
- The groomer **enters into a relationship** with the exploited child,
- The groomer then **builds dependency** while **isolating** the young person from their family/carers/school/peers.
- The result is that the groomer has **gained control** of the young person, by **manipulation, coercion, threats and intimidation.**

In some cases there is no grooming phase with the victim being moved straight into the exploitation phase due to the location or circumstances the young person finds themselves in.

There are several **grooming methods:**



There are several **grooming models:**



EXPLOITATION THROUGH BEFRIENDING AND GROOMING

Children are befriended directly by the perpetrator (in person or online) or through other children and young people. This process may begin with a young person being targeted and befriended by a boy or girl, usually known to them as an equal, i.e. a classmate, a friend of a sibling, or a neighbour. This introductory young person later introduces the targeted young person to either one or more older men, whom s/he may describe as an older sibling or cousin. The older men offer the targeted young person attention in the form of gifts, flashy cars, cigarettes, alcohol and drugs. To the targeted young person, it is new and exciting. The older men treat the young person as an adult and deliberately portray her/his parents as unreasonable and overly-strict, should they seek to intervene.

THE 'BOYFRIEND'/PIMP MODEL Perpetrators target children posing as 'boyfriends', showering the child with attention and_ gifts to cause infatuation. They initiate a sexual relationship with the child, which the child is expected to return as 'proof' of her/his love or as a way of returning the initial attention and gifts. The child is effectively told that they owe the perpetrators money for cigarettes, alcohol, drugs, car rides etc. and that sexual activities are one way of paying it back.

THE 'PARTY' MODEL

Parties are organised by groups of men to lure young people. Young people are offered drinks, drugs and car rides often for free. They are introduced to an exciting environment and a culture where sexual promiscuity and violence is normalised. Parties are held at various locations and children are persuaded (sometimes financially) to bring their peers along. Children are also encouraged to associate with others via Facebook, Snapchat, etc. The parties may be held some distance from the child's home, enabling the perpetrators to force the child to have sex in return for a lift home. Drugs and alcohol are used to suppress the children's resistance. Images may be taken of them without their clothes for purpose of future bribery.

Grooming equates to a recruitment process. Exploitation is the process of abuse.

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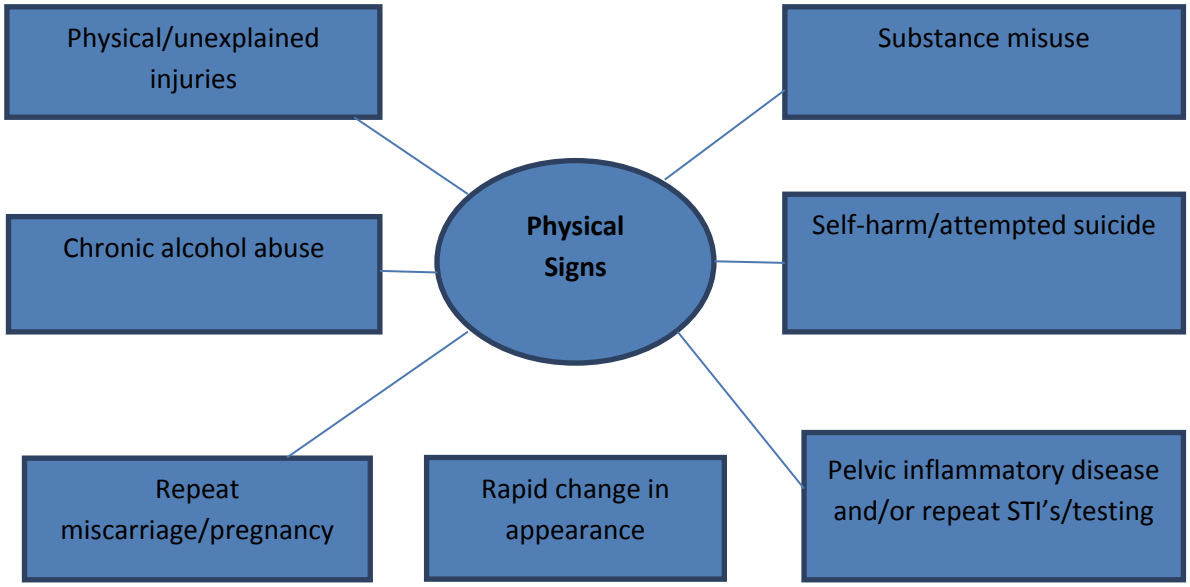
SIGNS AND INDICATORS OF ABUSE

It is important that workers are aware of the signs and indicators of abuse we have split this section into:

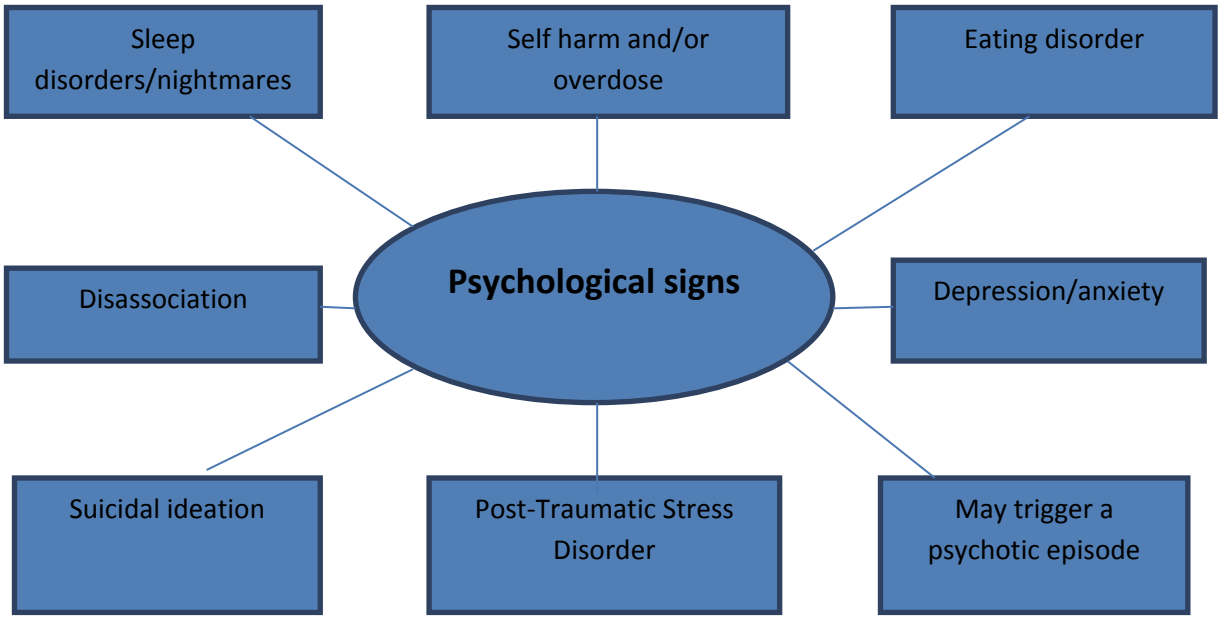
- Physical signs
- Psychological signs
- Behavioural signs

NB this is not an exhaustive list

PHYSICAL SIGNS



PSYCHOLOGICAL SIGNS



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Behavioural Warning Signs

- Non or low school attendance or excluded due to behaviour
- Staying out overnight with no explanation
- Breakdown of residential placement due to behaviour
- Being groomed on the internet
- Accepting money or gifts, including mobile phone credit, Drugs and alcohol
- Young people regularly going from town to town
- Gang member or association
- Receiving money or goods as reward for recruiting peers into CSE
- Offering to have sex for money or goods then running before sex takes place
- Reports of being involved in CSE through being seen in hotspots
- Disclosure of physical sexual assault and then refusing to make or withdrawing complaint
- Regularly coming home late or going missing
- Child under 16 meeting different adults and exchanging/selling sexual activity
- Abduction or forced imprisonment
- Being taken into pubs/clubs by adults and engaging in sexual activity
- Sexualised risk taking including on internet
- Association with unknown adults or other sexually exploited young people
- Reduced contact with family and friends/support networks
- Getting into cars with unknown adults or associating with known CSE perpetrators.
- Having a much older boy/girlfriend.

Please be aware that some of the above could be seen as typical teenage behaviour but if you have concerns, do not discount them, complete the CSE assessment tool

PUSH/PULL FACTORS

There are a number of factors that can both push and pull vulnerable young people into being sexually exploited

PUSH FACTORS:

These are vulnerabilities or issues that 'push' the young person towards the perpetrator.

- Children who have been the victim of physical abuse, sexual abuse, neglect and emotional abuse
- Children from households where domestic violence and abuse has been a feature
- Children of parents with a high level of vulnerabilities (e.g. drug and/or alcohol abuse, mental illness, learning disability, their own history of an abusive childhood)
- Family breakdown / disrupted family life / problematic parenting
- Insecure immigration status
- Children who have physical or learning impairments

Often, when we recognise the push factors, if we seek to make changes with the young person, then the risk can be reduced.

PULL FACTORS:

The grooming techniques used to gain the child's attention, admiration and affection often taps into insecurities or a desire for acceptance and status by the young person. These can be referred to as 'PULL' factors and include:

- Being liked by someone older;
- Being liked/fancied enough that a stranger asks for their mobile number;
- Meeting someone who thinks they are special on the internet;
- Receiving alcohol, drugs, money or gifts;
- Getting a buzz and the excitement of risk taking/forbidden behaviour;

- Being offered somewhere to stay where there are no rules/boundaries;
- Being taken along to adult entertainment venues, red light or gay cruising areas (public sex environments);
- Being given lifts, taken to new places, and having adventures with a casual acquaintance.

If we are asking a young person to give up feeling loved, excitement or a person who they feel listens to and understands them; we need to give them something in return.

SOMETHING IN RETURN:

- Give the young person time
- Positive affirmation
- Sense of self
- Positive community activities
- Giving them a understanding of what a healthy relationship is
- Helping them re-engage with parents, family, carers and friends

CSE MYTHS

There are a lot of myths that have built up around CSE which need challenging:

Myth	Reality and Challenge
Some people can be both victims and perpetrators	Victims may appear to be willing accomplices however this should be seen in context of the controls exerted by the perpetrator and the submission of the victim to them.
It is only perpetrated by men	Women are known to be perpetrators of this crime too. They may use different grooming methods, but are known to target boys and girls. The imbalance of power and control is still present in these cases.
Only adults exploit children and young people	Peer on peer happens too. Young people are known to invite other young people to locations, or parties where they will be introduced to adults or forced to perform sexual acts on adults. Young people are also known to use 'sexting' as a way of communicating/distributing images etc.
It only happens to girls and young women	It happens to boys and young men too. Boys are just as likely to be targeted as victims of CSE by perpetrators. However, they are less likely to disclose offences or seek support, often due to stigma, prejudice or embarrassment, or the fear they will not be believed. They may feel they are able to protect themselves but in cases of CSE, the physical stature is irrelevant due to the coercion and manipulation used.
Parents should know what is happening and should be able to stop it.	Parents are unlikely to be able to identify what is happening. They may suspect something is not right, but may not be in a position to stop it due to controls/threats/fear of the perpetrators.
A child is not a victim of CSE if they are unwilling or rejects offers of help	It is not uncommon for victims of CSE to initially reject offers of assistance and help. This is not a situation that is unique to victims of these crimes, but due to the CSE process, self-identification and engagement with the authorities and other support agencies remain low.
Crossing a border is required in order to be trafficked	Trafficking does not have to occur across borders. It can occur within a country/city/town/county/village etc.
It only happens to 'looked after' children/children in local authority care	Despite media focus, the majority of victims are not 'looked after' children. It is estimated that only 20-25% of victims are 'looked after'. Children and young people living at home can be just as vulnerable if not more vulnerable as they may not be known to services and are therefore less likely to be identified.
A child cannot be a victim of CSE if they go home and sleep every night in their own bed at night.	The perpetrators attempt to maintain a covert relationship with the victims. Much of this type of exploitation is committed during the child's free time in order to frustrate detection.
The child did not take the opportunity to escape so is not being coerced.	Remaining in an exploitative situation could indicate a willingness to remain there and/or an absence of coercion. But there are many reasons why a person may not choose to escape an exploitative situation. e.g. fear of reprisals, vulnerability, Stockholm Syndrome.

CSE AND ITS LINKS TO MISSING CHILDREN

The link between CSE and children and young people going missing is inextricable since going missing can be both a cause and a consequence of being sexually exploited.

70% of children who are sexually exploited go missing (*CCO, 2012*).Some young people go missing as a consequence of sexual exploitation, but others are at risk of being targeted by perpetrators who groom them for exploitation whilst they are missing.

Children running away from care are particularly vulnerable to sexual exploitation. Many have had difficult starts to their lives and experienced neglect, abuse or trauma which may make them more vulnerable to grooming behaviours.

Negative attitudes from professionals – social workers, care home staff and the police – who view children involved in sexual exploitation and children who run away as 'troublemakers' were also found to hamper support for these vulnerable children.

Therefore children who go missing from home are at extremely high risk of being sexually exploited "think missing, consider exploitation"

CSE AND ITS LINK TO LONG TERM MENTAL HEALTH PROBLEMS

There are numerous studies that look at the effect of child sexual abuse on the developing psyche of children and its affects into adulthood. Research has indicated the following long term implications:

- Post traumatic symptoms
- Depression
- Substance misuse
- Feelings of helplessness
- Aggressive behaviours and conduct problems
- Eating disorders
- Risk factor for developing psychotic and schizophrenic syndromes
- Self harm activities e.g. cutting and burning
- significant risk factor for suicide attempts and for (accidental) fatal overdoses

(Cas*hmore, 2013*)

CSE AND THE EFFECTS ON THE FAMILY

Aravinda Kosaraju (*Kosaraju, 2009*) in preparation for the CROP (now PACE) Working With Parents to End Child Sexual Exploitation Conference states:

Child sexual exploitation (CSE) has devastating consequences not just to victims, but to those around them. Some of these costs are directly obvious while others are more subtle, hidden and not readily apparent….

Sexually exploited children suffer physical, psychological, behavioural and attitudinal changes; these all present challenges to the parents and threatens the peace and stability of the family environment. To cite an example, the victim may direct emotional, verbal and even physical aggression against parents, siblings or pets resulting in chaos within the family home. The child's estrangement from the family achieved by the perpetrator as a result of calculated grooming leads to strained relationships, broken families, further amplifying social costs. Families are often compelled to take extraordinary measures in their attempt to care for the frontline victim: some uproot the family, moving to another city or even country to get away from the cause of the problem…..

Parents are sometimes much nearer to being frontline victims - through threats, assaults and other damage caused by perpetrators. Siblings are targeted in order to put pressure on the whole family. The stigma associated with sexual exploitation and its consequences on the child such as anxiety, depression, eating disorders and self-harm cause misery and isolation for parents and other family members. Problems with relationships, truancy and exclusion from school, misuse of harmful substances also add to parental distress.

It is essential that workers consider parents to be victims as well as the actual child being exploited. Some parents may contribute to not keeping their child safe, but most parents are desperate for help and understanding.

Parents can be key partners in keeping their children safe and should be treated as such by professionals

CSE AND THE LAW

The law seeks to address Child Sexual Exploitation through a number of criminal offences, the bulk of which are contained within the Sexual Offences Act 2003 (UK.GOV, 2003). The key offences are outlined below with specific offences that recognise the grooming, coercion and control of children.

- section 14 arranging or facilitating a child sex offence (child under 16)
- section 15 meeting a child following sexual grooming (child under 16)
- section 47 paying for the sexual services of a child
- section 48 causing or inciting child prostitution or pornography
- section 49 controlling a child prostitute or a child involved in pornography
- section 50 arranging or facilitating child prostitution or pornography
- section 57, section 58 and section 59 trafficking into, within or out of the UK for sexual exploitation.

The Act includes three broad categories of sexual offences against children.

OFFENCES AGAINST CHILDREN UNDER THE AGE OF 13

Sexual activity with a child under the age of 13 is an offence regardless of consent or the defendant's belief of the child's age. The offences carry a maximum sentence of life imprisonment or 14 years imprisonment, depending on which offence applies. The offences are:

- rape
- assault by penetration
- sexual assault
- causing or inciting a child under 13 to engage in sexual activity.

OFFENCES AGAINST CHILDREN UNDER THE AGE OF 16

These offences apply regardless of whether the child consented to the sexual activity but, unlike the offences relating to children under 13, an offence is not committed if the defendant reasonably believed that the victim was 16 years or over. These offences carry a minimum sentence of 10 or 14 years imprisonment, depending on which offence applies. Where the offender is under 18, the maximum sentence is 5 years imprisonment. If any of these offences is committed against a child under 13, the defendant's belief of the age of the child is irrelevant.

The offences are:

- sexual activity with a child
- causing or inciting a child to engage in sexual activity
- engaging in sexual activity in the presence of a child
- causing a child to watch a sexual act
- arranging or facilitating the commission of a child sex offence
- meeting a child following sexual grooming (under section 15, an offence is committed if an adult meets or communicates with a child on at least two previous occasions, and then meets the child, arranges to meet the child or (the adult or child) travels for such a meeting, where the adult intends to commit a sexual offence.

OFFENCES AGAINST CHILDREN UNDER THE AGE OF 18

There are a number of sexual offences in the Act that apply to all children under the age of 18. These include sexual offences where there is abuse of a position of trust (sections 16 to 24) and familial child sex offences (sections 25 to 29). When children and young people who are at risk of CSE are found at repeat locations, orders such as Child Abduction Notices can be utilised. The Act also provides for offences specifically to tackle the use of children in the sex industry, where a child is under 18 (sections 47 to 50). These offences are:

- paying for sexual services of a child
- causing or inciting child prostitution or pornography
- controlling a child prostitute or a child involved in pornography
- Arranging or facilitating child prostitution or pornography.

The grid on the following page helps to summarise the sexual offences act:

SEXUAL OFFENCES ACT (2003)

<table>
<tr><td colspan="5"></td></tr>
<tr><td>12 years 364 (and under)</td><td>13 years</td><td>14 years</td><td>15 years</td><td>16 and 17 years</td></tr>
<tr><td rowspan="2">Any sexual activity is an offence – unable to consent to sexual activity.

<u>Refer on</u>
Sexual activity will be statutory rape</td><td colspan="3">“Sexual activity can be mutually agreed, but remains an offence</td><td rowspan="2">Sexual activity is legal in a consenting relationship otherwise it is a criminal offence.

It is an offence to take, distribute possess an indecent image of a child under 18</td></tr>
<tr><td colspan="3"><u>Risks to be assessed</u> and young people vulnerable to abuse / exploitation to be referred on as appropriate</td></tr>
</table>

(Above slide courtesy of Andy Bowly from Barnados)

OTHER LEGISLATIVE ACTS AND ORDERS

The following Orders, Warnings and Notices can be used to help disrupt the exploitation of children and young people:

- The Magistrates’ Courts (Risk of Sexual Harm Orders) Rules 2004 – see also sections 123 to 129 (Uk:GOV, 2004)of the Sexual Offences Act 2003
- The Magistrates’ Courts (Sexual Offence Prevention Orders) Rules 2004 – see also sections 104 to 113 (UK:GOV, The Magistrates' Courts (Sexual Offences Prevention Orders) Rules 2004, 2004)of the Sexual Offences Act 2003
- The Magistrates’ Courts (Foreign Travel Orders) Rules 2004 (UK:GOV, The Magistrates' Courts (Foreign Travel Orders) Rules 2004, 2004)– see also sections 114 to 122 of the Sexual Offences Act 2003
- Harassment Warnings (Police Information Notices) – see also ACPO (2009) Practice Advice on Stalking and Harassment (ACPO, 2009)
- Anti-social Behaviour Act 2003 (GOV:UK, 2003)
- Child Abduction Warning Notices
- Police protection – section 46 of the Children Act 1989 (UK:GOV, Children Act 1989, 1989).
- Hotel Notices -sections 116, 117 and 118 Crime and Policing Act 2014 (UK:GOV, Anti-social Behaviour, Crime and Policing Act 2014, 2014)

The Anti-Social Behaviour, Crime and Policing Act 2014 provide three new provisions for the investigation of child sexual exploitation offences. Sections 116, 117 and 118 allow the police to issue a notice requiring the owner, operator or manager of relevant accommodation to disclose information where intelligence indicates the premises are being or have been used for the purpose of child sexual exploitation. This includes preparatory or other activities connected to child sexual exploitation.

The police, where they reasonably believe child sexual exploitation is taking place, can request the owner, operator or manager to provide information about their guests. This includes the name and address, and other relevant information, e.g. age. The information supplied can be used as intelligence to support the investigation of any criminal offences which may have been or are being committed on the premises, thereby helping to identify paedophile rings and other organised groups involved in child sexual exploitation.

A police officer of at least the rank of inspector may serve a Section 116 notice on an owner, operator or manager requiring them to provide information. The notice specifies the information that should be provided, how frequently, and over what period of time. The specified period will be no more than six months, although a subsequent notice may be served on the expiry of that period. The officer must reasonably believe that the hotel has been or will be used for the purposes of child sexual exploitation, or conduct that is preparatory to, or otherwise connected with, child sexual exploitation.

The hotel operator commits a Section 118 criminal offence if they fail to comply with the notice without a reasonable excuse. It is also an offence to provide information without taking reasonable steps to verify it, or knowing it to be incorrect. They will not commit an offence if there were no reasonable steps they could have taken to verify the information.

Prosecution of these offences will be heard in the magistrates' court, with a maximum penalty on conviction of a level 4 fine (currently £2,500). A person served with a notice has a right of appeal to the magistrates' court under Section 117 of the Act.

CSE BOYS AND YOUNG MEN

In their seminal research Barnados (*Barnado's, Hidden in Plain Sight, 2014*) found the following:

- Of the 9,042 Barnardo's records for child sexual exploitation (CSE) that were analysed, 33% of service users were male; however, this masks a significant variation in the figures for individual services (from 5% to 57%).
- Male service users were 2.6 times more likely to have a recorded disability than female service users (35% compared with 13%).
- 48% of male service users and 28% of female service users had a criminal record.
- The age of referral to Barnardo's services was slightly lower for boys than for girls.
- While there were differences between males and females, the research strands also identified similarities: experiences of running away and homelessness, being in care and experiences of non-CSE-related violence.
- Sexual orientation of Barnardo's service users is not currently routinely recorded. However, professionals noted that while boys of any sexual orientation are at risk of sexual exploitation, there may be specific risks and impacts that relate to gay, bisexual and trans (GBT) young men.
- The research identified some prominent routes by which males become victims of sexual exploitation, based on different types of relationship: trusted friend, exploitation of vulnerable GBT and curious men, female perpetrators and commercial exploitation.
- The research indicates that boys are less likely to be identified as victims of exploitation, although by the time they are, they may present with particularly high risks and vulnerabilities compared with girls.
- In line with gender stereotypes and wider societal perceptions, professionals' attitudes towards boys and young men can be less protective than towards girls. Professionals working with sexually exploited boys and young men found that they are more likely to express their anger and trauma externally and be labelled as 'aggressive', 'violent', or an 'offender', whereas girls are more likely to internalise their distress.
- There are a number of barriers to disclosure specific to boys and young men: discriminatory social attitudes and stereotypes; expectations of 'masculine' behaviour, gender differences in educational initiatives and gender differences in emotional responses.
- Male service users were more likely to be referred by criminal justice agencies and less likely to be referred by social services and education. Very few males or females were referred by health services.

- 80% of male service users were referred to Barnardo's services due to going missing.
- Professionals had different views on what type of service provision males should receive, based on their own professional experience.

So the key message here is boys can be victims of CSE, and those boys with learning disability, disability and/or GBT are more vulnerable still

CSE AND ON-LINE GROOMING

Groomers use:

- social media sites
- webcams
- instant messaging apps including teen dating apps
- online gaming platforms to connect with a young person or child.

Through the above, the perpetrators spend time learning about a young person's interests from their online profiles and then use this knowledge to help them build up a relationship. It's easy for groomers to hide their identity online and can be both male and female - they may pretend to be a child and then chat and become 'friends' with children they are targeting.

Groomers could have numerous online identities and they groom over the internet as they feel invisible. Like grooming in the real world, online grooming can take minutes, hours, days, weeks or years.

Also, if a young person displays on the internet that they have issues at home, this is a key marker for online groomers. Remember people that use the internet to groom are not always older men or women, they can be teenagers or just slightly older than the victim/s. Finally, they will often use a scatter gun approach and try and contact lots of victims via some of the platforms highlighted above.

Warning signs for online grooming

GIFTS	PERSON
• Mobile phones • Top ups • Underwear • Pornography • Money • Perfume • Travel tickets • I tunes vouchers	• Parental reports of change in behaviour, friendships or actions and requests for support. • Secretive • Prolonged time on the internet • Mood swings • Withdrawn

When sexual exploitation happens online, young people may be persuaded, or forced, to:

- *Send or post sexually explicit images of themselves*
- *Take part in sexual activities via a webcam or smartphone*
- *Have sexual conversations by text or online.*

Abusers may threaten to send images, video or copies of conversations to the young person's friends and family unless they take part in other sexual activity.

Images or videos may continue to be shared long after the sexual abuse has stopped.

NSPCC

If you are concerned about anything suspicious on line you can report it to Northamptonshire Police ringing 101.

Chapter 2: CSE and the Local Response

Research into local data on CSE has shown the following:

KEY FINDINGS

- ***Northamptonshire's proportion of Under 18's is 6% higher than the national average.***
- ***Nationally 40% of parents say they are not confident in recognising CSE indicators. 25% of police officers and 50% of teachers say they are also not confident in recognising CSE indicators.***
- ***Over the last two years (to Oct 2014) there were 172 recorded offences of CSE in Northamptonshire. 78 in year 1 and 94 in year 2. An increase of 21%.***
- ***CSE represents 0.2% of all crime and 12% of all sexual offences.***
- ***Of the 94 CSE offences in the year to Oct 2014, 23 were rapes, a 44% increase on the previous year.***
- ***41 of the 94 CSE offences in the year to Oct 2014 had an online element, 17 of these led to physical contact and in a further 5 there was an attempt to meet the victim.***
- ***All of the offenders in the last two years have been male.***
- ***In 22 of the 94 offences in the year to Oct 2014 the offender was in a position of authority.***
- ***In the last year there has been a 44% increase in intelligence logs submitted that are linked to CSE.***

In March 2015 the Northamptonshire Police and Crime Commissioner's office launched its survey into children's on-line activity the key findings were as follows:

- ***One in four primary school-age children have seen something online that has upset them. This is much higher for five year olds (42 per cent) falling to one in five children aged eight to eleven***
- ***Online gaming is the most popular activity (84 per cent) for primary school age children while YouTube (87%) is the main reason why young people of secondary school age are accessing the internet***
- ***Thirty per cent of children and young people – 1782 - are viewing material online for which they are under age, most commonly accessing games, music and television programmes***
- ***A quarter of 11-15 year olds and nearly half of 16-18 year olds have talked to people they have never met in person online***
- ***One in ten 11-15-year-olds have been asked to send explicit images. The figure rises to one in four 16-18-year-olds***
- ***One in four 11-15-year-olds and four in ten 16-18 year olds have sent inappropriate images or videos of themselves to people they know***
- ***Nine out of 10 children do not want any more advice on online security. Yet a third of parents would like to know more about online safety and want their children to receive more education in the area.***

It is clear from the data above that CSE *is* in Northamptonshire and therefore it *is* imperative that all workers have an understanding of the risk factors and what to do when they suspect a child is at risk of CSE.

WHAT DO I DO IF I SUSPECT CSE?

Firstly you need to engage with the young person. We have produced, in Chapter Nine, information that you can use with young people. This was developed by the Kingfisher team in Oxford who have led the work on developing the CSE response in Oxfordshire.

An opening line would be:

"We are worried about you, we think people may be using you and exploiting you"

Then, taking the information in Chapter Nine, you can go through with the young person what sexual exploitation is and then explain you need to do an assessment to see if they are at risk

You then complete the Northamptonshire Safeguarding Children Board's Child Sexual Exploitation (CSE) Assessment see below:

THE NORTHAMPTONSHIRE SAFEGUARDING CHILDREN BOARD'S CHILD SEXUAL EXPLOITATION (CSE) ASSESSMENT

The Northamptonshire Safeguarding Children Board's Child Sexual Exploitation Assessment has been designed to be used by professionals working with children and young people for whom there are concerns that they may be vulnerable to, being targeted for or involved in child sexual exploitation. This includes concerns that the young person's internet use is putting them at risk of CSE.

Professionals should discuss any concerns with their designated child protection / safeguarding officers before using this assessment.

Professionals should use their knowledge of the young person and answer the questions within the assessment to reflect the child or young person's situation and presentation and any evidence that grooming or exploitation is taking place.

All the questions in the tool should be considered in order to get as wide a picture as possible as to the young person's level of involvement in sexual exploitation, this assessment must be used to **assist** decision making. Each statement chosen will generate a score; and the final score will give an indication of the level of involvement and therefore risk to the young person – N.B. Scoring should inform not determine decision making.

Some of the indicators mirror normal teenage behaviour but professionals should consider each statement in the context of other concerns about the young person's behaviour or presentation.

The CSE Indicator Checklist is for NHS Staff in settings like Accident and Emergency – where they will have limited knowledge of the young person and spend limited time with them – the checklist will allow them to make the decision if the full CSE Assessment needs to be completed by one of their colleagues.

CSE INDICATOR CHECKLIST FOR USE BY MEDICAL STAFF:

NAME OF CHILD……..

PERSON ACCOMPANYING THE CHILD/YP:……..……..

LOW LEVEL INDICATORS:	
Low self-esteem/confidence	
Associating with unknown adults	
Self harming behaviours	
Experimenting with drugs/alcohol	
MEDIUM LEVEL INDICATORS:	
Getting into cars with unknown adults	
Associating with other YP who are known to be at risk of CSE	
Disclosure of physical assault, withdrawing complaint	
Having an older boyfriend / girlfriend	
Multiple STIs	
HIGHER LEVEL INDICATORS:	
Child under 13 engaging in sexual activity	
Disclosure of serious sexual assault followed by withdrawing statement	
Multiple terminations/miscarriages	
Indicators of CSE alongside chronic substance use or serious self harming	

If two or more low risk or any medium/higher risks are ticked, please complete full CSE Toolkit.

Northamptonshire Safeguarding Children Board

Child Sexual Exploitation Assessment

Young Person's Information:		
Name:	DOB:	Contact No:
Address:	Sexuality:	Ethnicity:
	Any issues with homophobia:	
Date of assessment:	Is the YP aware of this referral Y/N	
Name of Parents:	Parents contact no's:	
Learning Difficulties/Disability Y/N	Please explain:	
Emotional/Mental Health concerns Y/N	Please explain:	
Is the child or young person subject to a CP Plan or Looked after?	Further info:	
Any issues with DV:	Please explain:	
Any significant loss/bereavement:	Please explain:	
Is the YP open to any other services Y/N	Please explain:	

Referrers Details:	
Name of referrer:	Service / Team:
Phone no:	
Email address:	

Vulnerability descriptors – grading guidance – CSE Indicators

NB. These are the 10 core vulnerabilities that should be used with all young people at risk of CSE.

In order to measure the risk of Child Sexual Exploitation to a young person/ child:

- each **vulnerability section scores 1 to 5 (with 5 being HIGH RISK and 1 being LOW RISK),**
- with a final **professional judgement score of 1-10 (with 10 being HIGH RISK and 1 being LOW RISK)** to determine the final Child Sexual Exploitation Assessment score for the young person/ child

Indicator	Score		Score
Episodes of missing from home/care		Ability to identify abusive/exploitive behaviour	
School/college attendance		Engagement with appropriate service	
Consumption of controlled substances		Awareness of sexual health services	
Parent/Carer/- Child relationships		Association with risky peers/adults	
Accommodation		Current known level of abuse/exploitation	
Total		Total	
Total Assessment Score			

RAG Rating					
Red (38 and above)		Amber (18-42)		Green (10-22)	

Overall Score	

1. Episodes of missing from home/care		Mandatory Field; please complete as fully as possible
1	No missing episodes	
2	Stays out late, no missing	
3	Occasionally goes missing , prolonged episodes or occasionally goes missing short episodes	
4	Frequent and short missing episodes	
5	Frequent and prolonged missing episodes	
2. School/College attendance **PLEASE STATE SCHOOL OR COLLEGE ATTENDING:**		**Mandatory Field; please complete as fully as possible**
1	Engaged/re-engaged in full time education or training or in work	
2	Registered in fulltime education/irregular attendance or *attending PRU /receiving private tuition (FTE) *linked with ESW/Connexions *attending college (PT or irregular attendance) *is employed on a PT basis	
3	Young person excluded from school, no provision being made or undertaking some education/training (P/T). Poor attendance. Or Young person is attending PRU/receiving private tuition (not full time)	
4	Not engaged in full time education, training or employment BUT shows an interest in accessing opportunities	
5	Not engaged in any time education, training or employment. Shows no interest in accessing educational or training opportunities	

3. Substance use		Mandatory Field; please complete as fully as possible
1	No substance use/concerns	
2	Some concerns about drug/alcohol use	
3	Moderate drug or alcohol use - increasing concerns	
4	Problematic drug/alcohol use known or suspected	
5	Young person is dependent on alcohol/ drugs. Known /disclosure. Appears dependant on alcohol/drugs	

4. Parent/Carer - Child Relationships		Mandatory Field; please complete as fully as possible
1	Significant understanding and good communication between parent/YP	
2	Some mutual understanding and positive communication between parent/YP	
3	Inconsistent understanding and communication	
4	Poor and negative communication, little warmth	
5	Breakdown in relationship between parent/YP or suspected abuse/neglect	

5.Accommodation		Mandatory Field; please complete as fully as possible
1	Young person is satisfied with accommodation. Meets the young person's needs	
2	Young person is generally satisfied with accommodation, or accommodation meets most of the needs of young person, or some concerns about longer term stability	
3	Unstable or unsuitable accommodation. Young person is not satisfied where they are living	
4	In temporary accommodation	
5	Homeless	

6. Ability to identify abusive/exploitive behaviour		Mandatory Field; please complete as fully as possible
1	Good understanding of exploitative/abusive behaviour	
2	Reasonable understanding of abusive/exploitative behaviour	
3	Some understanding of abusive/exploitative behaviour	
4	Limited recognition of abusive/exploitative behaviour	
5	No recognition of abusive/exploitative behaviour	

7. Engagement with appropriate services		Mandatory Field; please complete as fully as possible
1	Good engagement	
2	Reasonable engagement, regular contact	
3	Some engagement with service, occasional contact	
4	Brief engagement with service; early stages or sporadic contact	
5	No engaging with service/ no contact	

8. Awareness of sexual health services		Mandatory Field; please complete as fully as possible
1	Good engagement with sexual health issues / no longer at risk	
2	Engaging with sexual health issues / reduced risks to health	
3	Young person is beginning to engage with sexual health issues / decreasing risk to health	
4	Minimal engagement with sexual health issues / health is at risk	
5	No engagement with sexual health issues / health is at high risk	

9. Association with risky peers/adults		Mandatory Field; please complete as fully as possible
1	Young person is no longer at risk through contact with risky adults and peers	**Please list all known peer/adult associates of the YP:**
2	Young person's contact with risky adults /peers is reducing and s(he) is developing new and more positive networks	
3	Young person recognised adults/peers that pose a risk and is beginning to withdraw from these relationships	
4	Young person is developing an awareness or risks/exploitation but contact has not significantly reduced	
5	Young person is known to be habitually associating with risky adults and/or peers and does not acknowledge risks	
10. Current known level of sexual abuse/exploitation		**Mandatory Field; please complete as fully as possible**
1	Exited, no longer at risk OR No/minimal risk	
2	Low risk/ preventative work: or Reduction in risk	
3	Medium risk	
4	High Risk (previous history) OR High risk (no previous history)	
5	Experiencing current exploitation: known OR suspected	

NB. In this context 'risky' means that they either present a direct risk to the young person (i.e. in terms of physical violence or sexual abuse / exploitation) or they are likely to draw the young person towards other adults / peers who present this risk.

Professional Judgement:

Professional Judgement Other Comments - * Please score this section 1-10 and carry the score forward to your overall score; remember Scoring should inform not determine decision making.

Score

Once completed and you have identified there is risk, then complete a referral to the multi-agency safeguarding hub and send in your CSE assessment along with your referral. The CSE assessment can be downloaded from the NSCB website http://www.northamptonshirescb.org.uk/

Northamptonshire Safeguarding Children Board

Referral Route 1 – Green

(A) NEW REFERRALS ON CHILDREN AND YOUNG PEOPLE

In the event of a concern being identified regarding sexual exploitation, practitioners must complete the NSCB CSE Assessment and send the completed document with a Multi-Agency Referral Form to mash@northamptonshire.gcsx.gov.uk

MASH OUTCOMES

- No further action by Safeguarding and Children's Services (CSE Allegations not substantiated)
  - Advice and guidance to referrer
- Refer to Early Help provisions (CSE concerns not substantiated)
- Refer to the Initial Assessment Team
  - Where CSE concerns are identified please follow RISE Referral Route (2 – Purple)
- S47 Child Protection Investigation

  Multi-Agency Strategy Meeting

  Chair: TM

  RISE attendance
  - Follow S47 Child Protection Procedures

Referral Route 2 – Purple

(B) REFERRALS FOR CHILDREN AND YOUNG PEOPLE WHO HAVE AN ALLOCATED NCC SOCIAL WORKER

Where a concern is identified regarding sexual exploitation, the allocated social worker in consultation with their Team Manager must complete a NSCB CSE assessment.
REQUEST FOR CSE STRATEGY MEETING to be sent to

rise@northants.pnn.police.uk

RISE Team review referral and complete Police/CAN research.

CSE 'RAG' Rate agreed; advise the referrer of the outcome.

CSE Multi-Agency Strategy Meeting (on HIGH RISK cases)

CHAIR: RISE TM

Action Plan

CSE 'RAG' Rate

Locally all CSE concerns are received by RISE which stands for

RISE: Reducing Incidents of Sexual Exploitation

'RISE is a new multi-agency team comprising of Child Protection Police Officers, Children's social care support workers, CSE support Workers from CAN YP Team and a specialist CSE nurse'

The team collocated with the Missing Person's Team and work collaboratively.

The aim is to:

Support & **Protect** vulnerable young people at risk of, or currently being, sexually exploited and to **Prosecute** and disrupt perpetrators.

By:

- Raising awareness & reducing tolerance of exploitative behaviour by providing professionals training
- Providing 1:1 support to educate, improve resilience & reduce vulnerability of targeted Young Person
- Information sharing to ensure a multi-agency approach is adopted to safeguard the Young Person
- Disrupting, preventing & prosecuting abusers

Contact: 01604 888345

rise@northants.pnn.police.uk

CSE AND THE ROLE OF THE POLICE.

Northamptonshire Police actively investigates all suspected child sexual exploitation cases, whether reported directly to the Police or via a third party. The Force has written a specific guidance document, accessible by its officers and staff titled 'Investigating Child Sexual Exploitation'. This sets out how to deal with key areas of CSE - including statutory obligations, working with partner agencies, information sharing, risk factors and warning signs, investigations and legislation.

Given the high priority that Northamptonshire Police gives to CSE, the Force has a team of officers and support staff who play a key role working within the multi-agency RISE team, dedicated to tackling CSE. The Police team focus on safeguarding victims as well as investigating criminal allegations. They prosecute offenders, actively gather and develop intelligence on suspected perpetrators of CSE and where prosecution is not possible will seek to disrupt their activity, thereby minimising the harm they cause. The team also help deliver training to all Police staff.

CSE takes many forms and the law seeks to recognise and address this through a number of criminal offences. The bulk of offences pertaining to CSE are contained within the Sexual Offences Act 2003. These have been documented in Chapter 1.

PROSECUTIONS

Northamptonshire Police will always consider whether there is sufficient evidence and it is the public interest to prosecute where CSE offences have been disclosed. They will work alongside the Crown Prosecution Service (CPS) in reaching this decision, with the CPS having to authorise most prosecutions. In reaching this decision a number of investigative strategies will be considered the aim being to maximise evidence gathering.

This will include:

- speaking to victims,
- seeking witnesses,
- reviewing forensic opportunities,
- CCTV and exploring covert Policing methods.

Whilst each investigation is treated individually Northamptonshire Police has as expectation that positive action will be taken so that where reasonable suspicion exists that a person has committed a CSE offence they will ordinarily be arrested. This presents further opportunities to seek evidence by the interviewing of suspects, conducting searches of their properties, vehicles, and examination of their computers and mobile phones. As well as gathering evidence an arrest also supports the safeguarding of victims – which is the priority for Northamptonshire Police. An arrest enables the imposition of strict bail conditions, for example prohibiting a suspect from contacting a victim or visiting a particular location or where evidence and the circumstances justify it the charge and remand in prison of perpetrators. This helps minimise the risk of future harm to identified (and sometimes unidentified) victims.

CSE investigations are reviewed by a Detective Sergeant and all serious cases are managed by a Detective Inspector in line with the Forces established Serious Crime Policy.

INTELLIGENCE GATHERING

A key role of the Police is gathering relevant information useful for policing purposes. As the lead agency for the enforcement and prosecution of CSE Northamptonshire Police will actively seek intelligence in order to identify, disrupt and bring to justice perpetrators of CSE as well to safeguard victims and prevent further offences being committed.

There are strict guidelines on how information is collected, recorded, evaluated, shared and retained. These guidelines are contained within the Data Protection Act and the Management of Police Information. Northamptonshire Police will utilise a number of methods to gather intelligence that includes, but is not limited to:

- Checking national Police systems. This includes The National Firearms Licensing Database and Police National Computer. The latter contains arrest and conviction history, DNA and descriptive details of persons as well as well as information on registered motor vehicles and their keepers.
- Seeking and sharing locally held intelligence from other Police Forces
- Seeking and sharing information from other agencies involved in the tackling of crime. This includes the National Crime Agency, the UK Border Agency, the Prison Service, National Probation Service and Trading Standards.
- Seeking information from other Government agencies including the Department for Work and Pensions and Her Majesties Revenue and Customs.
- Gathering information from financial institutions.
- Sharing information with local organisations such as the local authority, housing companies, hotels, and licensed premises.
- Seeking information directly from individuals and organisations on a case by case basis.
- Utilising internet research.
- Using local Police officers and staff to gather information about persons.
- Encouraging the community to report incidents and information - ideally directly to the Police but otherwise anonymously, via Crimestoppers.
- Utilising covert Policing methods to gather information on persons where this is proportionate and justified – for example to target a person suspected of committing serious crimes against young persons.

In summary the ‘golden thread’ of information sharing is key to the success of the RISE (CSE) multi agency team. In the interests of safeguarding children the Police work closely with Social Care, Health, Education and providers of support services such as drug and alcohol services.

DISRUPTION

A key aim of nearly all investigations is to bring offenders to justice. It is accepted that for a number of reasons a prosecution will not always be possible. This can be due to a lack of independent or corroborative evidence or key victims and witnesses declining to support a prosecution. Even where a prosecution is possible, it may take many months to achieve, particularly with vulnerable and intimidated CSE victims. Northamptonshire Police will therefore seek to disrupt offenders in order to minimise the risk of ongoing harm they pose to others. Disruption tactics may include the following.

- Targeting and arresting offenders for other criminal offences (for example the possession or supply of illegal drugs).
- Serving Child Abduction Notices on suspects of CSE.
- Ensuring offenders are subjected to a high degree of overt Police activity including regular visits and monitoring.
- Ensuring enforcement of bail conditions or court orders
- Conducting stop searches of suspects
- Conducting search warrants (where justifiable lawful grounds exist) at suspect's home addresses or other locations where evidence may be recovered or persons are at risk.
- Seizing motor vehicle's being illegally used.
- Sharing information with other agencies to support other prosecution action for example tax, housing and benefit fraud.
- Flagging CSE suspects to other law enforcement and statutory organisations.
- Using the media to raise awareness and seek information on a suspect / premise.

Intelligence gathering, disruption and Prosecution of offenders are recognised as proportionate and justifiable tactics utilised by Northamptonshire Police to tackle the serious harm caused by CSE and to help safeguard victims.

We thought it would be useful to share a real Northamptonshire case with you:

INITIAL CONCERN:

A school in Northamptonshire raised concerns that one of their 14 year old female pupils may be having an inappropriate relationship with a male in his mid-twenties.

He was continually contacting her, buying her alcohol and had taken her to an unknown house where he had tried to engage her in sexual activity, albeit the girl stated she had managed to get away.

RISE BECOME INVOLVED:

The RISE team took on the case. An exploitation worker was allocated and during support sessions the girl disclosed that she was being forced into drug dealing and arrangements were being made for men to have sexual intercourse with her.

SAFEGUARDING INITIATED:

Immediate safeguarding was put in place, led by Children's Social Care. This ensured that the child was protected from further harm and package of support was put in around her.

POLICE ACTION:

The suspect was arrested and a search of his home address took place, leading to his later eviction. He was bailed to reside in London and prohibited from contacting the victim or entering Northamptonshire. Whilst the investigation continued, support for the victim and her family was put in place to keep them safe and for them to understand how she had been exploited. The victim was ultimately settled in a new school with support from her family.

Whilst there was insufficient evidence to bring charges against the male, he was flagged as a CSE suspect and Intelligence was shared with the Metropolitan Police, to help influence future Police activity against him. This helps mitigate the risk the male poses to other potential victims in the London area where he now resides.

IN CONCLUSION:

We hope this chapter has given you a through overview of how we are tackling CSE in Northamptonshire and the role you can play. The following chapters are agency specific. They concentrate on how to be aware of risk factors that young people may present to you in your setting and what action you can take.

Chapter Three: Education

THE ROLE OF EDUCATION SETTINGS IN PREVENTION AND IDENTIFICATION OF CHILDREN AT RISK OF BEING SEXUALLY ABUSED.

Please ensure you have read Chapters One and Two of the toolkit before accessing this chapter. This chapter gives CSE information specific for schools and includes sample policies for primary and secondary schools, CSE management flowchart and leaflets for teachers summarising the main CSE risk factors. **Please be aware all the resources in this section can be downloaded from www.asknormen.co.uk .**

CSE POLICY

All education settings should have a policy which sets out how they will address child sexual exploitation. You can download a sample policy from the Ask Normen website **www.asknormen.co.uk .** The sample policies can also be found in the Appendix Education section of the toolkit. Please note that there are different versions for primary and secondary settings.

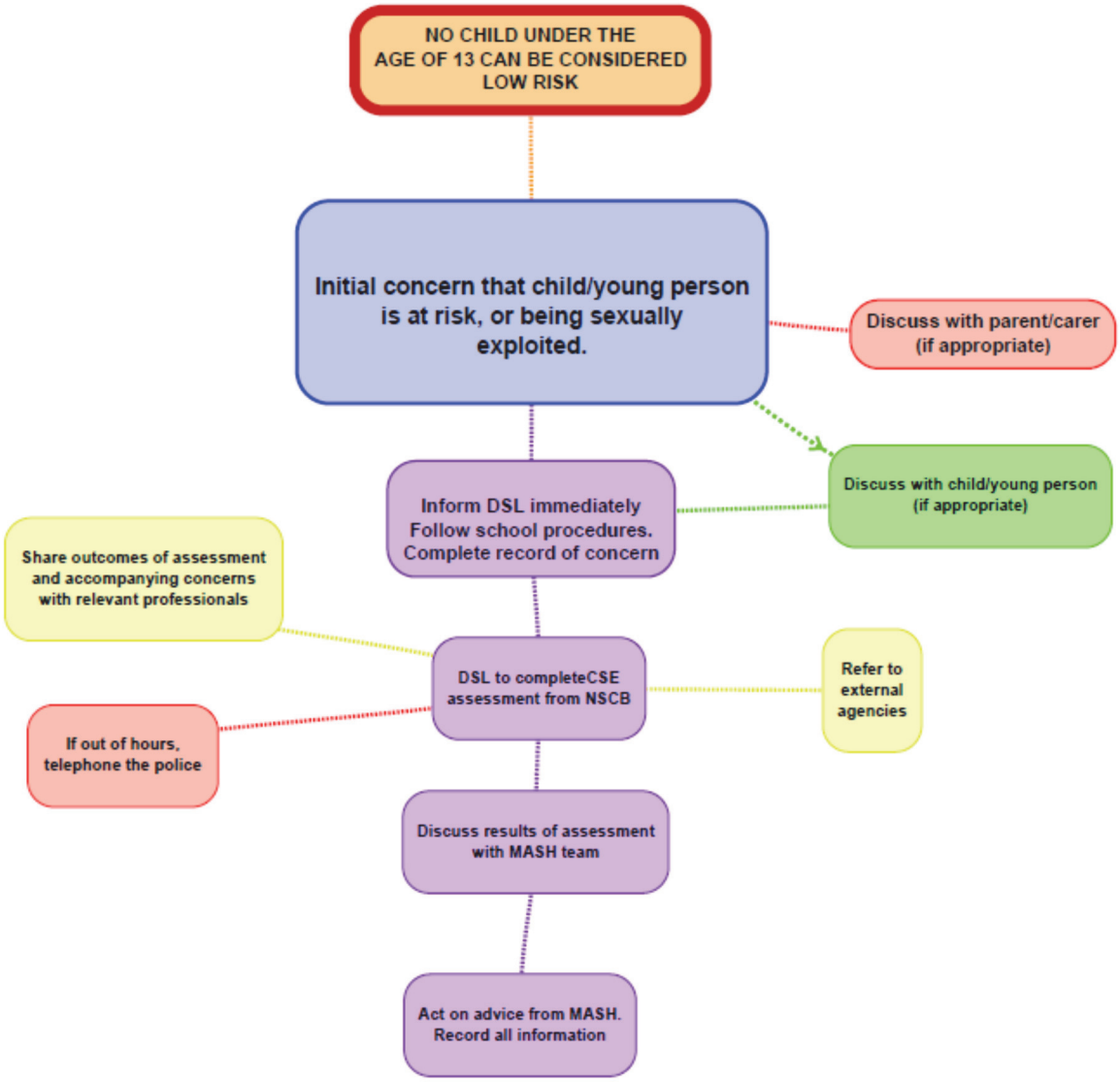
This policy can be a 'stand-alone' policy or could form an appendix to the setting's safeguarding policy.

All educational settings should have a designated person for CSE. This person may be the same person who is the designated safeguarding lead for the setting. This person needs to be clearly identified as stated in the policy.

You will also need a governor with responsibility for CSE. This may be your safeguarding governor, but please make them aware of their responsibilities for CSE.

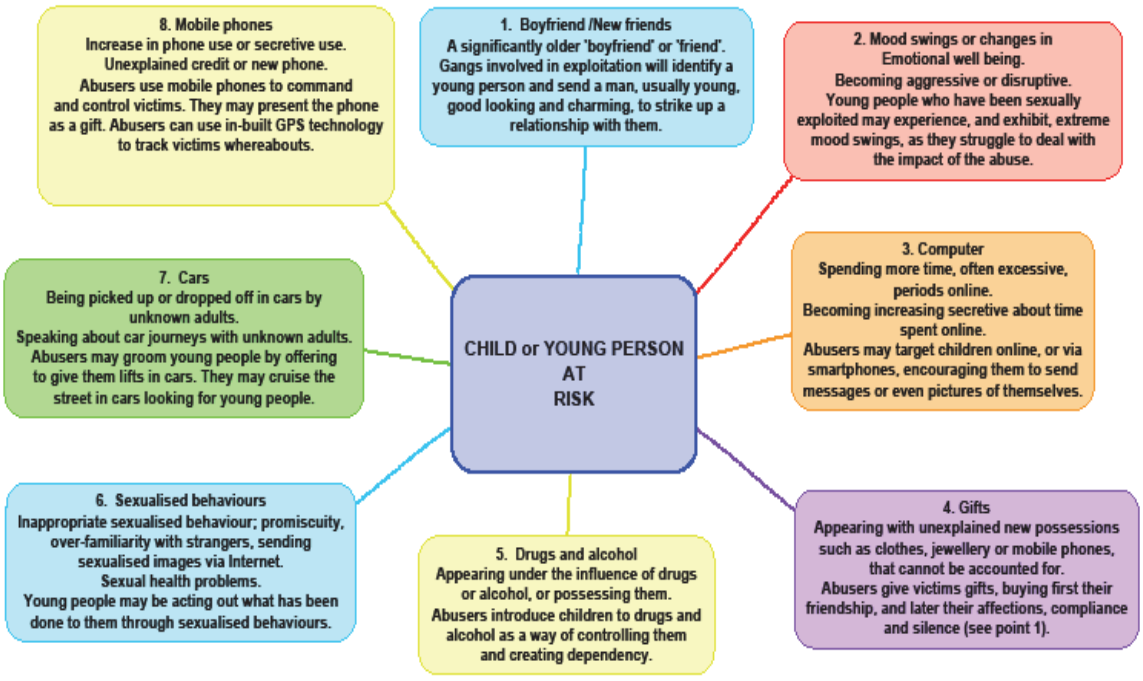
EDUCATION SETTING CSE MANAGEMENT FLOWCHART

Please see diagram below. This can be adapted for your setting, and named people included, with telephone numbers.



EDUCATION STAFF LEAFLET

We have provided a leaflet for staff working in schools. This leaflet can be printed onto 2 sides of an A5 flier. This will enable teaching staff to keep the checklist for early warning signs in their diaries so it is easily accessible.



SAFEGUARD MNEMONIC

- **S** - exual health and behaviour concerns
- **A -** bsent from school or repeatedly running away
- **F** - amilial abuse and/or problems at home
- **E** - motional and physical condition
- **G** - angs, older age groups and involvement in crime
- **U** - se of technology and sexual bullying
- **A** - lcohol and drug misuse
- **R** - eceipt of unexplained gifts or money
- **D** - istrust of authority figures

ASSESSMENT

If you believe a child is at risk of CSE, then the assessment tool in Chapter Two must be used and attached to any referral made to the Multi-Agency Safeguarding Hub.

RESOURCES

There are some excellent resources which are readily available and many of them are free of charge.

We have provided a list of accessible resources to use in schools, at home with parents or for young people to access. The resources are either very specifically related to Protective Behaviours and helping youngsters to know when they don't feel safe, and what to do about it , or they are very specific about CSE and what to do. Some resources incur cost and some are free to download. It is likely that more resources will become available as professionals seek to address the issues around CSE. We trust that you will choose what is applicable to your context and setting, to back up training in Protective Behaviours or CSE Awareness available in Northamptonshire.

BOOKS THAT COULD BE USED IN EARLY YEARS SETTINGS

Feeling Safe, Self-Empowerment and Protective Behaviours

Suggested Books for Children in Early Years and Key Stage 1

"Alfie Gets in First" by Shirley Hughes

Premise:

Alfie shuts himself in the house with the keys in the hall, unable to reach the lock and Mummy locked outside. He quickly starts feeling very distressed, while lots of supportive grown-ups (his babysitter, his milkman friend etc.) try to help, before thinking to get his little chair to stand on and reach the lock.

Ask:

How might Alfie feel before he gets in? After he 'wins'? After he gets locked in alone?
What Early Warning Signs might he be having while he waits to be rescued?
What options did Alfie have to help himself feel safer?
Who was on his network and what did they do to help?
How did he feel at the end perhaps?

"Owl Babies" by Martin Waddell

Premise:

The three little owls awake in the night and find their mummy missing. Feeling afraid, imagining their mother has come into peril in the dark and scary wood, they rely on each other to get through the night. Then Mummy returns.

Ask:

What were the baby owls feeling? Thinking?
What choices did they have?
Why does Bill keep saying the same thing?
What did they do to feel safer?
What else could they have tried/done?

"Stick Man" by Julia Donaldson

Premise:

Stick Man becomes separated from his family and is in danger. He feels very afraid for his safety and continually repeats "I'm Stick Man, I'm Stick Man, I'm Stick Man, that's me, and I want to go home to my Family Tree!", desperate to hang onto his life, his identity and return to his family.

Ask:

How does Stick Man feel each page?
What choices does Stick Man have?
How does Stick Man get help to get home?
How could the characters have helped Stick Man along the way?

"Tiddler" by Julia Donaldson

Premise:

Tiddler becomes lost and is in grave danger
Tiddler persists, talking to other sea creatures (finding himself an instant network of support, in an emergency), to find his way home again safely.

Ask:

Who helped Tiddler?
Which voices were heard? Listened to?
How did Tiddler get back to school finally?
What could Tiddler have done to get help quicker?

"Little Beaver and the Echo" by Amy McDonald

Premise:

Little Beaver feels lonely and isolated. He goes on a quest to build up a personal network around the pond. He realises he is not as alone as he thought he was.

Ask:

Why is Little Beaver feeling alone and isolated?
Is it okay to be/feel alone?
What does Little Beaver do to feel stronger?
What else could have helped him?

"Lost and Found" by Oliver Jeffries

Premise:

About a boy and a penguin – the boy helps the penguin who is feeling bereft at having become separated from his family. They work together to relocate the penguin's family and friends. They end up with a special bond.

Ask:

What do the boy and the Penguin have in common? What is different?
How do they become friends?
Why are friends important and what does their friendship help them to do?
Who else could have helped them?
Why is it important to have more than one friend?
Who might their adults be?

"Going on a Bear Hunt" by

Premise:

A family decide to go on a Bear Hunt for a fun adventure….the fun turns scary as they near the bear's lair and they decide at the last minute to impulsively head home to safety.

Ask:

What happens with the pictures/the colours?
How do readers know the family feels unsafe?
What are the characters doing?
How can they feel safer as they go along the adventure?
What might have helped? [mobile phone etc.]
Why do they get into bed?

RESOURCES FOR PRIMARY SCHOOLS

Website with a range of resources including SNAP – the safety net assertiveness project.
http://www.safety-net.org.uk/protective-behaviours/protective-behaviours-training-resources/protective-behaviours-for-children-and-young-people/

Healthy Relationships Resource Kit - Western Health – a free pdf with lesson plans, games and ideas about what makes up healthy relationships.
http://westernhealth.nl.ca/uploads/Addictions%20Prevention%20and%20Mental%20Health%20Promotion/Healthy%20Relationships%20Resource%20Kit%20-%20Western.pdf

Primary School Sex and Relationships Education Pack – family planning association resources for teaching sex and relationships education in primary schools, 'Growing up with Yasmine and Tom'. Cost involved, but are online and interactive.
https://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=412

http://www.fpa.org.uk/schools-and-teachers/online-sre-and-pshe-primary-schools
Website with set of lesson plans and games for teaching primary aged children about relationships

http://www.twinkl.co.uk/resources/pshe/relationships

Website with resources for teaching primary aged children. Covers the whole curriculum, including positive relationships

Womens Aid website, 'The Hideout' with resources including posters, leaflets and games. http://www.thehideout.org.uk/under10/adults/resources/default.aspa

Think U know? An online resource for children, young people, parents and teachers including lesson plans, games and videos https://www.thinkuknow.co.uk/

Information for primary schools - PSHE Association – PSHE association has a wealth of useful information and resources, including those for primary aged children https://www.pshe-association.org.uk/content.aspx?CategoryID=1098

Real Love Rocks A resource pack developed by Barnardo's for and by young people. The content is based on 4 areas; healthy relationships, CSE, keeping safe and the impact of porn and sexting. http://www.barnardosrealloverocks.org.uk/ There is a pack developed for children in Year 6 in Primary schools as well as the secondary pack for years 7-9.

Jigsaw – assembly for 8 – 10 yr olds. Helps young people understand what is personal information and how putting it online can make you vulnerable. https://www.thinkuknow.co.uk/parents/Primary/Conversation-Starters/Go-to-the-movies/jigsaw/

Consequences - assembly for 11 – 16 yr olds. Shows how easy it is to get information from individuals from Facebook and use it to exploit young people. This can be accessed at https://www.youtube.com/watch?v=EQdyBpMvdJM

There are clips about sexting as well as clips specifically for boys and girls.

PROTECTIVE BEHAVIOURS RESOURCES FOR PRIMARY SCHOOLS

- **Taking Care Scheme** – Ann Seal, Warwickshire. A pack for the primary school with lesson plans for each year group, parent magazine, stickers etc fully comprehensive. This resource is only available when PB Foundation Training has been received and individual school twilight session has been agreed. It is not available for individual schools to buy.
- **Dot Com Foundation** www.dotcomcf.org/ already in some Northants schools, journals for each individual child and teacher's manual for each year group, based on fictional characters and on the PB process. This resource is also only available when the school has received Dot Com training.
- **The Huge Bag of Worries by Virginia Ironside** – story book to reinforce Theme 2 of PBs, 'We can talk with someone about anything, even if it feels awful or small.'
- **Protective Behaviours: Activities for Teaching PBs in Primary Schools** by Bodsworth, Carter & Sneath. 2009 Speechmark Publishing.
- **The Parents Helping Hand Book**, Holly-Ann Martin 2012
- **The Bear Cards** by John Veeken 2012
- **Worry Eaters** available from www.hintonpublishers.com - they are puppets that eat children's worries and even come key fob size.

- Puppets from www.puppetsbypost.com enable children to open up about their problems and solve problems the puppets might have.

There is such a wealth of resources that you may find helpful to use within the Protective Behaviours process and that practitioners create in their work with children to help them feel safe and express themselves in a safe way; we suggest that you visit www.pbpeople.org.uk for more information.

RESOURCES FOR SECONDARY SCHOOLS

Bwise2 Sexual Exploitation (Barnardo's) Price : £85.00
This pack equips teachers, social workers and counsellors to educate young people about sexual exploitation with honesty and realism. www.barnardos.org.uk

Can also be downloaded from:

http://www.barnardos.org.uk/resources/research_and_publications/bwise2-sexual-exploitation/publication-view.jsp?pid=PUB-1263

New E Learning Course (Barnardo's) designed for young people to use in school and a Teacher's Resource Pack, with reflective sessions to use in the classroom.

Chelsea's Choice an initiative developed by the University of Northampton with a drama production. (Summer 2015) This has already been performed in 19 secondary schools in the county about 3 years ago. It is also used in many other local authorities, with very positive feedback. **www.youtube.com/watch?v=bAo8Yly8rFk&feature=youtu.be**

Chelsea's Choice are currently developing a pack for secondary schools on CSE in conjunction with Brook. This will be available free online in the near future.

My dangerous lover boy – cartoon film clip which explains what happened to 3 girls in their own words.

https://www.youtube.com/watch?v=j3xD58e6wA4

See me, hear me - excellent website with information, case studies and films that can be used in the classroom

http://www.seeme-hearme.org.uk/

Protect and respect - session plans focussing on child sexual exploitation from Childline. Also contains session plans for use with professionals to raise awareness of child sexual exploitation

http://www.local.gov.uk/c/document_library/get_file?uuid=33e6ac4a-eafa-4d38-b99b-293ee8f746fa&groupId=10180

Exploited – a resource from CEOP with a film and questions to go with the film. Focus on positive relationships and helpful for non specialists to deliver.

https://www.thinkuknow.co.uk/Teachers/Exploited/

Healthy and Safe Relationships – a unit of learning from Solihull for secondary aged young people around healthy relationships and keeping safe in primary schools also.

http://socialsolihull.org.uk/schools/wellbeing/wp-content/uploads/2015/01/NOV-2013-Final-updated-Solihull-Healthy-and-Safe-Relationships-pdf.pdf

Friend or Foe – who can you trust? Sexual exploitation and relationships education programme developed in Sheffield.

http://www.kirkleessafeguardingchildren.co.uk/managed/File/CSE/Friend-or-Foe--pdf-4-42MB-1.pdf

Expect Respect – a toolkit for addressing teenage relationship abuse in key stages 3, 4, and 5. Produced by the Home Office and Women's Aid

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97773/teen-abuse-toolkit.pdf

Teenage Relationship Abuse – a teacher guide to violence and abuse in teenage relationships – information guide for professionals, not session or lesson plans. A Home Office publication - useful for raising awareness in school staff

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97774/teen-abuse-teachers-guide.pdf

Real Love Rocks A Resource pack developed by Barnardos for and by young people. The content is based on 4 areas; healthy relationships, CSE, keeping Safe and the impact of porn and sexting. Suitable for years 7-9. http://www.barnardosrealloverocks.org.uk/

'**Wud U?' Barnardo's free app for young people.** Is an educational tool for teachers and care professionals who interact with young people that might be at risk of sexual exploitation. It has 3 x boys and 3 x girls stories that help young people understand grooming and CSE. http://www.barnardos.org.uk/what_we_do/our_work/sexual_exploitation/wud-u.htm

A report on latest international research on teaching children how to avoid sexual abuse and links to government and PSHE Association action around teaching children about 'consent.' http://www.bbc.co.uk/news/education-32321204

Resources for parents/carers and young people can be found in Chapters 8 and 9

Please feel free to access other chapters in the toolkit. The following chapters may be of most use to you:

- Chapter One: what is CSE and what you need to know
- Chapter Two: CSE and the local response
- Chapter Eight: CSE Information for Parents
- Chapter Nine: CSE Information for Children and Young People

Chapter Four: Health

The Health chapter will highlight approaches that key services in health should take in order to prevent CSE. However all health services have a responsibility to raise CSE awareness amongst their staff ensuring staff take an appropriate response. Please ensure you read Chapter One and Two before accessing this chapter.

Children and young people who are sexually exploited can present across a range of health settings in a variety of ways: *poor self-care, injuries, sexually transmitted infections, contraception, pregnancy, termination, drug and alcohol problems, medically unexplained symptoms, mental health problems, self-harming behaviours, problem behaviours, problems in relationships. They may not recognise they are being sexually exploited as they may perceive the perpetrator as giving them something they need or want. This may change over time as the perpetrator's behaviour becomes more coercive, but, a fear of potential consequences may stop them from disclosing.* (AMRC, 2014)

The key health workers who are best placed to spot children at risk of CSE are:

- School Nurses
- General Practice
- Walk-in and Emergency Department
- Sexual Health Services
- Paramedics and Ambulance services
- Midwifery & Gynaecology
- Health visiting
- Primary Care
- Mental Health/CAMHS
- Serenity Sexual Assault Referral Centre

SCHOOL NURSES

In their guidance the Royal Academy of Medical Colleges (AMRC, 2014) describe what young people want when they need to make disclosure about CSE:

The young people said that they wanted:

- ***someone to notice that something was wrong***
- ***be asked direct questions***
- ***professionals to investigate sensitively***
- ***to be kept informed about what was happening.***

Disclosing abuse was difficult and the majority had negative experiences at some point, often to do with people responding poorly. Positive experiences were around being believed, protective actions being taken and the provision of emotional support.

School Nurses have direct access to students and are ideally placed to foster a relationship that will help young people to disclose their CSE experience.

The Department of Health has just launched its School Nurses Guidance for best practice in CSE March 2015 which can be accessed here: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/410045/CSE_pathway_FINAL.pdf (DOH, 2015)

The guidance provides the following information:

School nursing teams must ensure their services are young people friendly by:

- Developing effective communication skills to engage with young people, building rapport and trust.
- Understanding the root cause of altered or challenging behaviours which a young person who is being exploited may display – see the child not the behaviour.
- Attuning sensitively so that the young person doesn't feel pressurised to 'tell their story'.
- Taking responsibility to safeguard a young person where chid sexual exploitation is suspected but the young person is not ready or able to disclose.

- Providing advocacy for children, young people and their families.

- Developing accessible, reliable services in schools that are friendly and offer a confidential, non-judgemental service.

- Listening to children and young people's views and implementing service changes to reflect these as appropriate.

- Ensuring that health information is accessible, available, understandable and relevant.

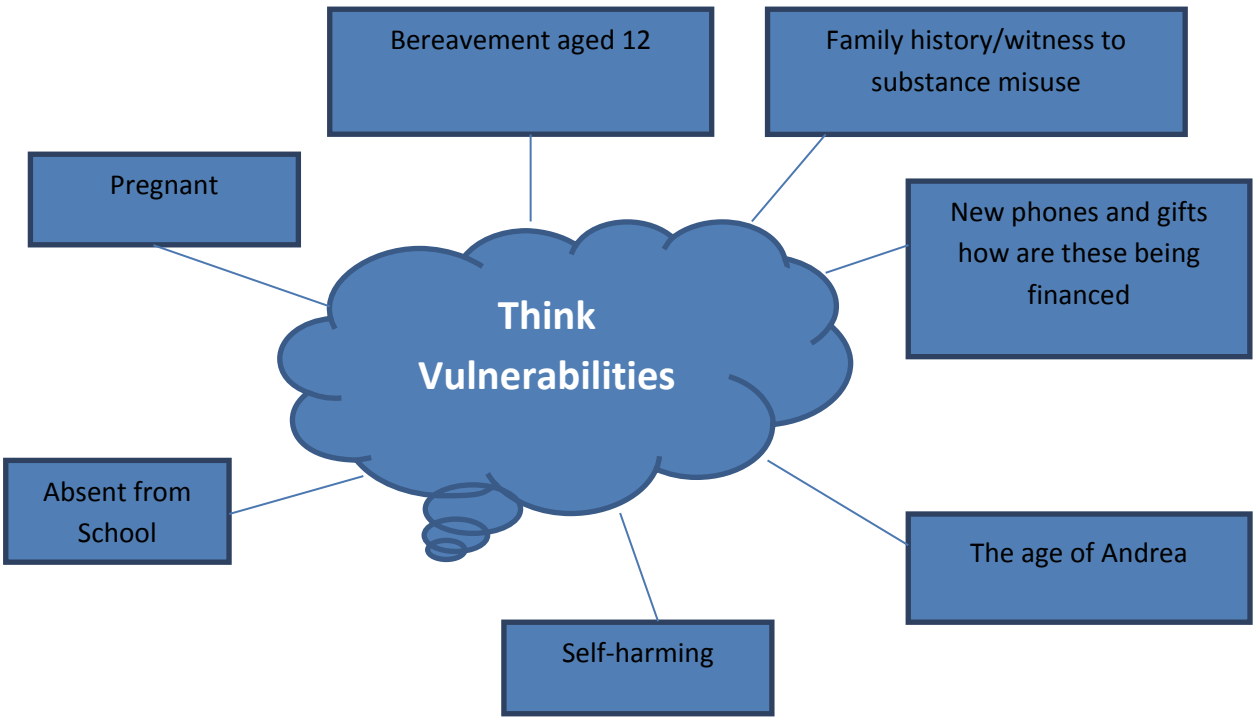
- Providing, wherever possible, consistency and stability of staff member(s) working with the child/young person.

- Support child, young person and, where appropriate, the family within a multi-agency context.

- Work with other agencies to support work on:
  - Attachment.
  - Health and mental health concerns/recovery.
  - Practical issues associated with poverty i.e. housing, financial and legal assistance.
  - Harm reduction techniques,

The following is a case example that could typically present to a school nurse at her health drop-in:

Andrea is a 16 year old young person who has attended a 'drop in' at school. You are already aware that Andrea is pregnant and she has been talking about termination. She currently lives at home with her mum, and her dad died when she was 12 years old from complications of substance misuse. The school are aware that Andrea is often absent from school and that when she does attend, she could be described as a challenging young person. One of her friends who attended the drop-in the previous week told you that Andrea often has new phones and expensive gifts. The hospital recently informed you via a paediatric liaison form that Andrea has a history of self-harming.



At this point liaison and information gathering with the school in partnership is key. You have some of the information but not all. Liaise with the Designated Safeguarding Lead in school who will find additional information from:

- What her teachers (year head, pastoral lead, head of house etc.) know about her?
- Speaking with the SENCO
- Does she have a pastoral support plan?
- Does the school counsellor see her?

Consider how to speak with Andrea about your concerns. There are some key messages from young people in the DoH School nurse guidance from young people themselves (*DOH, 2015):*

"VISIBLE, ACCESSIBLE AND CONFIDENTIAL"

- "I would rather that services are straight up at the beginning about confidentiality. Otherwise they tell you it's confidential and then you end up telling them stuff and then they pass it on and say 'Oh we're worried about you and we had to tell someone', and then you get more angry."
- "It is better for services to be clear and open at the beginning about having to pass information on, so it isn't a shock."
- "A young person doesn't want to feel like a victim. Make them feel normal and reassure them that they're not the only one."
- "Respect how we see our own situation. It is much better for us to understand why something is wrong than to be told by someone else that it is."

Once you are clear on your information and have explained the action you need to take for Andrea complete the CSE Assessment and add this to your referral to Social Services. Above all keep Andrea informed about what you are doing, make sure she can contact you by telephone as once she discloses information to you she will need your support.

GYNAECOLOGY

It is highly recommended that gynae practitioners read Chapters One and Two and read the sections for Sexual Health and Midwifery as there is shared learning that can be applied to the gynaecological setting.

Young people who present to gynae services may come for a number of reasons that may include:

- Abdominal pain investigations
- Menstruation issues
- Seeking termination

It is important to be aware of all the CSE risk factors but in addition consider the following:

- Does the young person attend on her own?
- How old is she?
- Does the young person attend with an older friend rather than a relative?

- Has she attended in the past and what for?
- Are there any past safeguarding concerns in the safeguarding section of her notes?
- Is she reticent in giving information?
- If any of the CSE risk factors are identified contact the Hospital Children Safeguarding team and seek advice if possible before discharge
- Always ensure you speak to the young person on her own, the older person present with her may be exploiting her
- Where English is a second language, ensure use of a professional interpreter, do not use family or friends as interpreters
- If CSE risk factors are present then explain your concerns to the young person and complete the CSE assessment in Chapter Two. Include this with your referral to children's social services
- Complete a paediatric liaison form so that the school nurse is informed who can follow the young person up if she attends school

MIDWIFERY

Midwives are ideally placed to pick up any CSE early warning signs and act upon them. From booking in, to routine ante-natal appointments and home visits, the Midwife using the peri-natal care pathway can assess a young woman's vulnerability. Young people under the age of 18 years may not carry any CSE risks but it should always be considered. Midwives should read the Chapters One and Two and know the signs and symptoms of CSE. If risks for CSE are identified then the CSE assessment should be completed and a referral to MASH initiated.

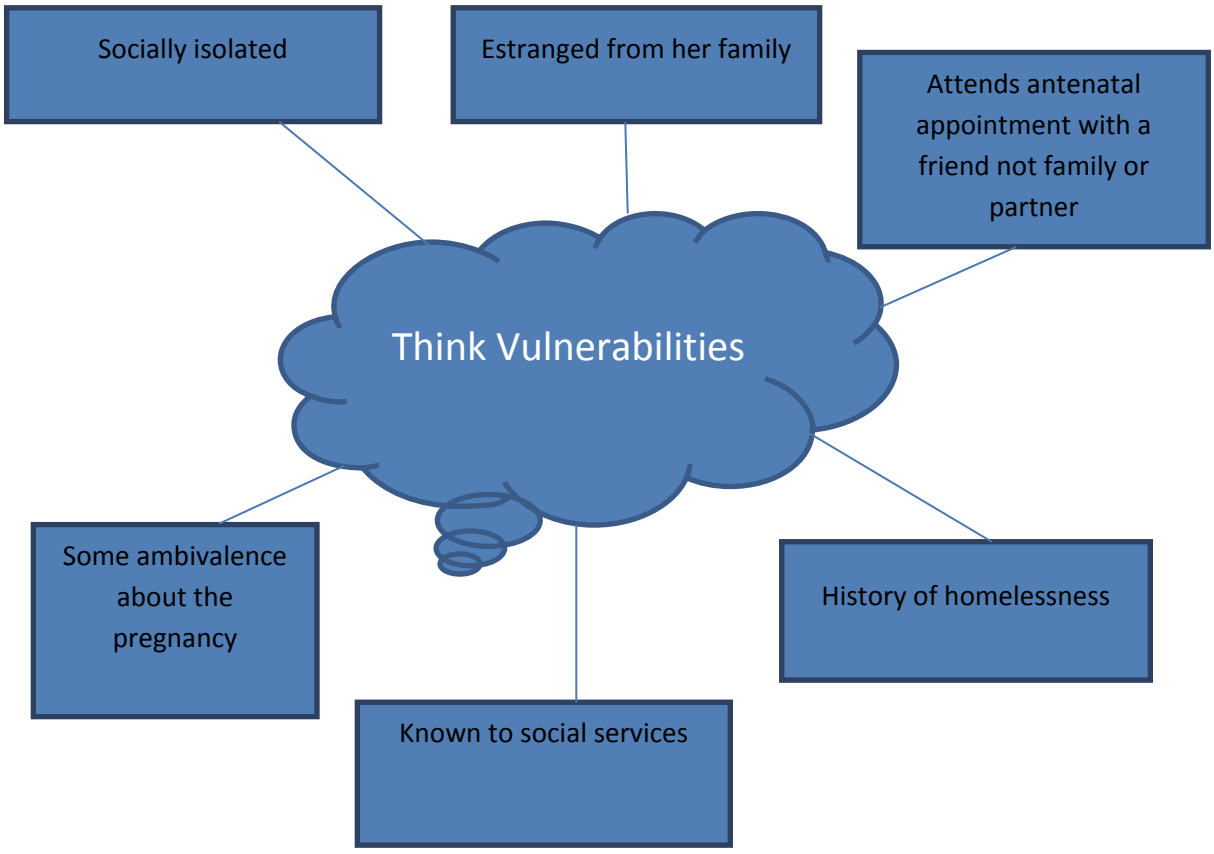
Key warning signs pertinent to midwifery to look out for:

- A discrepancy in the age of the young person and her partner, (consider the 5 -year rule, if you're under the age of 18 and you have a partner 5 years older than you, there is a high risk of CSE)
- A reluctance to share information about her partner
- The young person not being able to identify the partner and again reluctant to give information
- Late booking
- Ambivalence about the unborn
- If the partner is identified look out for signs of domestic abuse/intimate partner abuse
- Social isolation from friends and/or family
- A history of being in care

- Missing ante-natal appointments
- Attending antenatal appointments on their own
- Chaotic lifestyle
- History of self-harm and/or associated mental health problems
- Substance misuse history

CASE EXAMPLE

Charlotte, 17 years old, presented at 23 weeks. She attended the booking with a friend and is reluctant to share who the father is, stating she no longer sees him and he doesn't want to be involved. Charlotte doesn't feel great about the pregnancy but equally she says she is going to make the best of it. Charlotte states that she lives in her own flat because she doesn't get on with her mother and her father has not been around for many years. She currently has a leaving-care worker who helped to get a flat when she presented as homeless.



PRACTICAL FIRST STEPS:

- Consider referral to the vulnerable midwives team
- If CSE risks are established complete CSE Assessment Tool and contact social Worker who will refer to RISE
- Consider referral to Family Nurse Partnership
- If no disclosure is forthcoming, but you remain suspicious that she may be at risk of CSE, and you are to remain the allocated midwife, encourage a close working relationship. Regularly make contact and build trust
- Ensure at least one ante-natal home visit
- Always document who is present at contacts and try to establish the relationship of any adults present with the mother to be
- Seek supervision with Named Midwife to ensure safe practice

HEALTH VISITORS AND FAMILY NURSE PARTNERSHIP (FNP)

Health visitors and FNP workers have access to the home environment, and therefore they are ideally placed to pick up on CSE related concerns. Please ensure you read Chapters One and Two so that you are aware of the risk factors associated with CSE: access to a family's home can give a different view of the lives of children and young people.

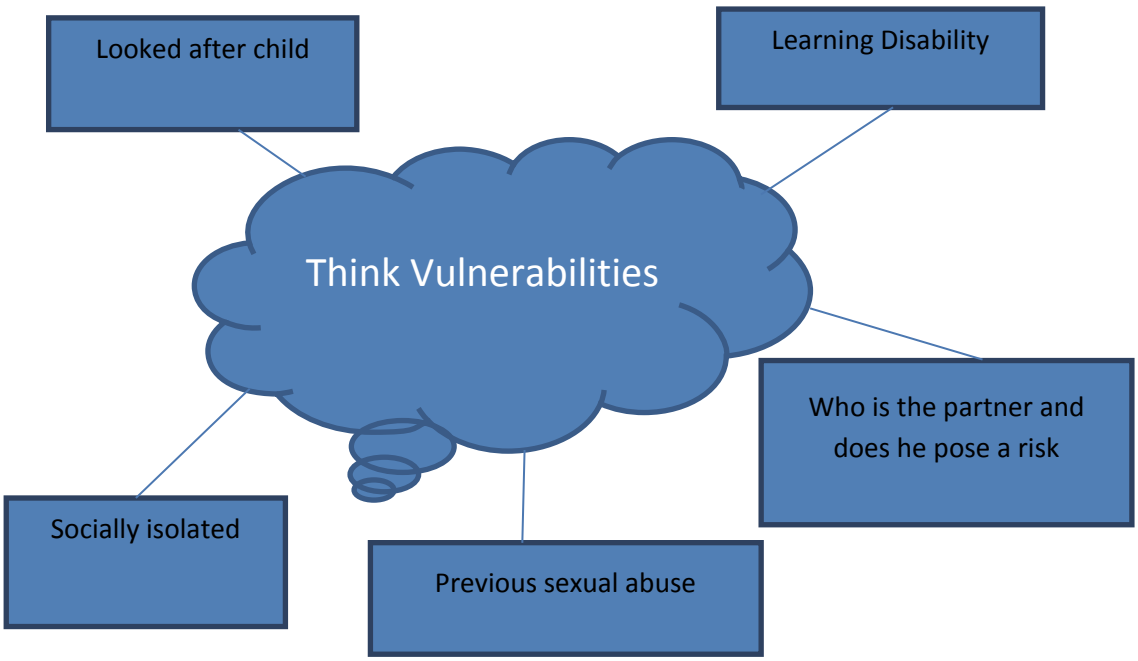
As the Health Visitor, your client is the new mother who may not be at risk of CSE; however she may have teenage children who she is concerned about also.

As the Family Nurse you are already working with a vulnerable cohort so you need to be aware of any of the signs and symptoms of CSE as outlined in the introductory chapter.

If any concerns are identified, the CSE assessment tool should be completed and a referral to MASH made. The NHFT Children's Safeguarding Team is available to Health Visitors, School Nurses and Family Nurses for advice on all concerns related to CSE.

CASE EXAMPLE

Poppy is a 17 year old mum that you visit in her home. Poppy has previously been a Looked After Child. She was removed from her family as a young child due to previous sexual abuse. She is now supported by a leaving care social worker. Poppy has some learning difficulties and she attended a special school. Poppy is socially isolated from her peers due to the location that she is currently living in.



So you already know Poppy has some of the risk factors for CSE - you need more information which can be gained through building a trusting relationship. The CAF process would be an ideal tool to gather further information on Poppy's relationship with her partner, the history leading up to her pregnancy and whether there are substance misuse concerns. If it becomes clear that Poppy is being exploited then referral through MASH with the attached CSE assessment tool is imperative.

SEXUAL HEALTH:

Guide for Integrated Sexual Health Service (ISHS) Staff and other professionals providing sexual health services in Northamptonshire

Introduction:

- Sexual health services are designed to be safe, non-judgemental, confidential and accessible to young people. They will often be the first and only health service a young person will access on their own.
- This presents a unique opportunity to engage in discussion with a young person on all aspects of their life, including issues they would ordinarily not share with anyone else or other agencies.
- Information that may indicate risk of CSE could be captured in these discussions and it is important that as a sexual health professional you understand about CSE indicators and referral and support mechanisms to safeguard young people.

MY ROLE AS A SEXUAL HEALTH PROFESSIONAL AND WHAT I NEED TO KNOW

- It is essential that all sexual health professionals are trained in CSE and use relevant assessment tools so they are competent, comfortable and confident to identify risks and support young people appropriately.
- This should be through both formal training and engaging in supervision to build up experience and knowledge of this area.
- As a sexual health professional, your role is to establish whether the young person understands what a healthy and consenting relationship is. However, even if good understanding is demonstrated, in reality a young person may perceive their situation as consensual when in fact they are being groomed. This is **often** the case in sexual exploitation cases and in all cases of CSE there is a power imbalance.
- There is much ambiguity in assessing CSE risk and there could still be a risk, even if young person does not present as sexually active.

TOP TIPS FOR TALKING TO YOUNG PEOPLE IN THE CONSULTATION

- Use a conversational tone and try to mirror the body language of the young person.
- Avoid using medical jargon. You could use terms used by the young person but you should clarify the meaning first. What a young person means by a term may be different to your understanding!
- Use open questions to start. Direct questions should be used for confirming and clarifying information later.

- Be approachable. Try to be calm, friendly and reassuring.
- Be responsive and sensitive to their needs. Your approach should be changed depending on the responses you receive and if an answer to a question is not forthcoming, do not push or annoy the young person. You may want to make a note in the clinical record that they didn't answer it and come back to it another time.
- **Never** make assumptions about the young person based upon cultural, social or sexual orientation stereotypes.
- Listen and observe as non-verbal responses are sometimes more important than verbal responses.

By following these pointers you create trust and an open dialogue to understand their personal circumstances and behaviour better. While CSE may not be disclosed directly, a young person may provide information on key indicators that should be acted upon.

The information you are provided with should be recorded on the CSE Assessment Tool.

HOW TO USE THE INTEGRATED SEXUAL HEALTH SERVICE CSE ASSESSMENT TOOL:

- In ISHS hub and spokes, we use a nationally produced Competency Record to assess Gillick competencies where someone is below 18 or a vulnerable adult.
- This tool guides you through the clinical consultation and supports an effective dialogue between the young person and sexual health professional.
- If the young person is under 16, they will also see a Health Advisor (a senior nurse specifically trained and experienced in engaging with young people). Then, a senior nurse or doctor will complete the clinical record and make a plan for investigations and referrals where indicated.
- The first half of the form helps you build a picture of the young person and their surroundings. The second half supports you through professional decision making based on the information you have received.

The form explores sexual history and other key areas:-

- vulnerability due to protected characteristics e.g. age, disability, race
- who the young person attends the service with
- if they are attending and happy in their educational setting
- social circumstance such as where they are living and who with
- whether other agencies are providing support

- friends and relationships with others around them
- use of social networking and the internet

During the consultation is it important to explain confidentiality and its boundaries, highlighting there may be a need to seek advice if you believe there is risk of harm or significant risk.

The young person should be kept informed and conversations should be open and honest. Where there is a need to escalate a concern, this should ideally be explained to the young person and where possible they should be involved so they remain and feel in control.

Next Steps:

- Based on professional judgement and analysis, if unusual patterns or risks are identified, it is essential the young person gets the support and protection they need to be safe.
- These could be preventative measures e.g. help to develop healthy relationships, emergency/ on-going effective contraception; or interventional measures where CSE risk is high.
- If there are concerns raised during the consultation then discuss with your line manager at the earliest opportunity and refer to the Multi Agency Safeguarding Hub. Any referral made should include a completed CSE Risk Assessment..

SERENITY:

Serenity, Northamptonshire's Sexual Assault Referral Centre (SARC), acts as a "one stop" provider for male and female victims of sexual assault and abuse, and can offer forensic medical assessment (documenting physical evidence of assault, and collecting samples which may support a criminal prosecution), initial sexual health screening, emergency contraception, and emotional support. The Independent Sexual Violence Advisor (ISVA) can provide ongoing advice and support for victims whether or not there is a police investigation and prosecution. Clients are referred on to victim support or other agencies, or where appropriate, mental health services.

CHILD SEXUAL ABUSE ASSESSMENTS:

Serenity provides the venue for the assessment of children and young people where sexual abuse is suspected, or where a child or young person has made a disclosure of abuse. This is usually as part of a Section 47 Child Protection Enquiry. Children will be offered a holistic Child Protection Assessment including forensic medical assessment, sexual health screening, and access to ongoing support services.

This may be an appropriate process in certain CSE cases, if a young person has recognised and disclosed the abuse. For example, where a young person aged 15 discloses that she

went to a party with a friend and was given a lot of alcohol, and thinks she had sex with one or more people she didn't know, a child protection response and assessment at Serenity will be appropriate.

SERENITY'S ROLE WITH YOUNG PEOPLE AT RISK OF SEXUAL EXPLOITATION:

Young people under 18 years of age comprise a significant proportion of Serenity's workload, and in some cases may self-refer. Some of these young people may be at risk of, or being harmed, through sexual exploitation.

- Serenity staff will always advise young people that information may need to be shared with other agencies if they consider the young person to be at risk of significant harm.
- All assessments of young people under 18 will consider whether there are any indicators of wider vulnerability or harm in the young person's presentation.
- Young people under 16 presenting with a history of sexual assault will be referred to Multiagency Safeguarding Hub (MASH).
- Where there are possible indicators of CSE for young people under 18, Serenity staff will use NSCB CSE Risk Assessment Tool to understand the level of risk.
- The Serenity team can access safeguarding advice and supervision on possible CSE cases from the Northamptonshire Healthcare Foundation Trust safeguarding team.
- Where there is evidence that a young person may be at risk of harm through sexual exploitation, a referral should be made to the MASH and the completed CSE risk assessment attached

CHILD AND ADOLESCENT MENTAL HEALTH SERVICES

Feeding into Mental Health Assessment, Diagnosis and Treatment Plans

When approaching child mental health work, we need to consider the potential of child sexual exploitation risk in all interactions with young people and families. The presenting mental health issues may be correlated to CSE risk factors.

Referrals to CAMHS are via the Referral Management Centre.



As this is our first opportunity to pick up on potential CSE risk factors, it may be pertinent to reflect on the initial information regarding the family circumstances, e.g. risky behaviours, missing from home, domestic abuse and a lack of protective factors for a young person.

There may be mental health risks in conjunction with relationship issues, trauma, substance use, self-harm, self-medicating, eating and/or body image issues, which all add up to raised vulnerabilities heightening the risk for young people to become sexually exploited.

THINK at assessment

For those young people accepted for Initial Assessment in CAMHS, a holistic mental health assessment incorporates a good family history, which will focus on risk and protective factors, family situation and relationships, and support networks. As you build up the history, you may identify CSE risk factors.

For those young people being seen via Duty, Crisis and Home Treatment or via the Integrated Pathway for self-harm, a thorough and robust assessment of contributing factors may highlight concerns of CSE risk by the nature of the presentation.

Once CSE concerns are identified complete the CSE assessment tool in Chapter Two

THINK young person and their intimate relationships- are they safe?

It may become evident that a young person is in a problematic intimate relationship. At this point sensitive questioning around consent and sexual activity may expose concerns. In CAMHS we routinely raise the difficult question of abusive experience. It is important to widen the discussion to incorporate the issue of consent in personal relationships in an appropriate way. Do not make assumptions regarding the nature of relationships young people are engaged in, they may not perceive consent or control in the same way.

THINK SAFEGUARDING

Always have in the back of your mind when assessing and working with young people

- Could there be a safeguarding aspect to this case?
- What is the nature of the safeguarding concern,
- Could it be CSE?

Use the CSE assessment in Chapter Two and incorporate the questions into your assessment if you suspect CSE is a factor.

THINK CSE Toolkit

All of the toolkit can be helpful, particularly consider the guidance given in the Sexual Health and School Nursing sections. There are similarities in approach and service style.

THINK safeguarding supervision

Liaison regarding safeguarding concerns at any point can be discussed in team clinical practice or with the Trust Safeguarding Team childrenssafeguarding@nhft.nhs.uk , or with the health MASH team: 101 ext. 341088 it is always expected practice to seek safeguarding supervision.

THINK information sharing with RISE and the CSE Forum

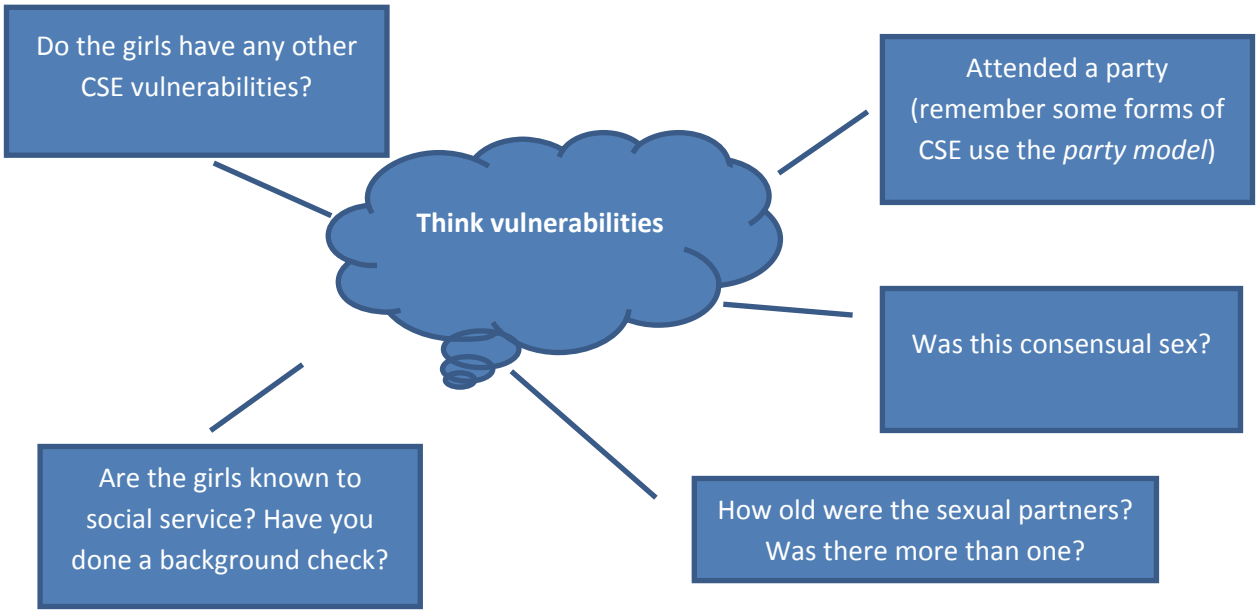
A member of the CAMHS team attends the CSE and Missing Forum where CSE cases are discussed. CSE concerns or missing episodes will have an event warning open in Epex.

ACCIDENT AND EMERGENCY (A&E)

Chapters One and Two highlights the risk factors that young people will present with who may be being sexually exploited. From an A&E perspective, there are some key presenting factors that should lead a clinician to explore whether a young person is at risk of CSE. We are now going to take you through some typical attendances at A&E and suggest when you should think CSE.

AMY AND KELSIE

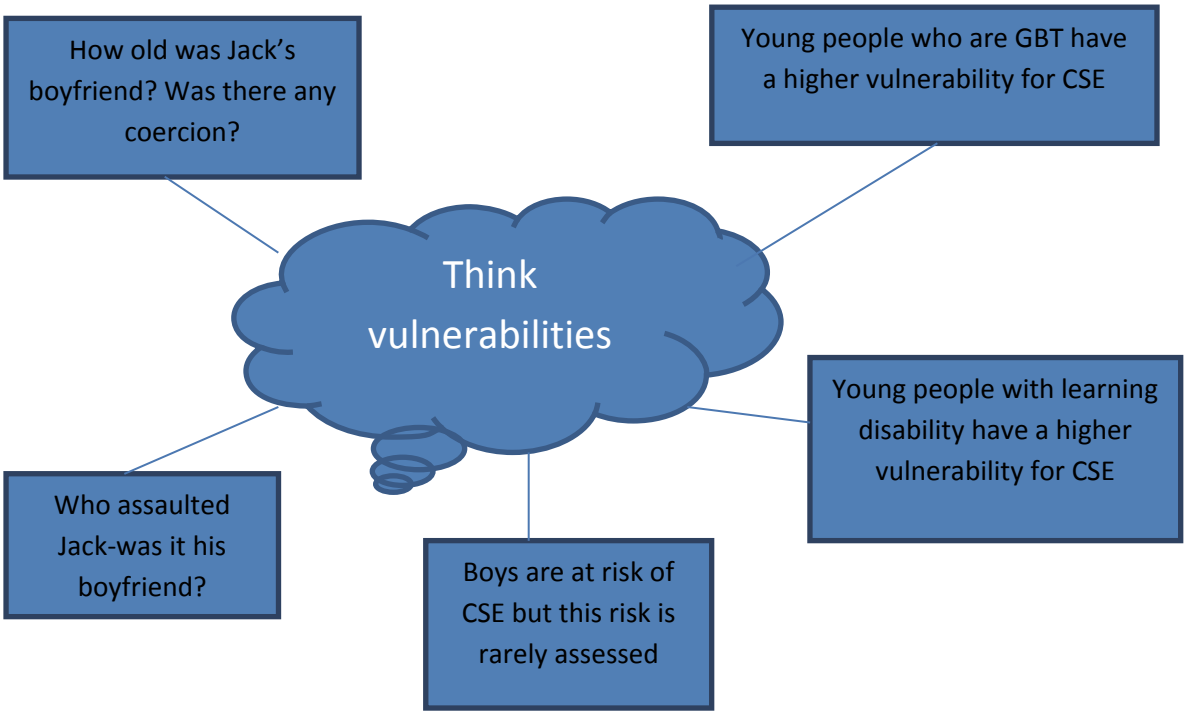
The girls, aged 15 years, attend A&E together early Saturday morning. They are asking for the “morning after pill”. Both girls are assessed separately. Both girls state they were at a party the previous night, had unprotected sex and are worried they might be pregnant.



Amy shares that she can’t remember what happened and looks upset; she also says she didn’t want to have sex. Kelsie is dismissive of any concerns. The appropriate action at this point would be to explain you are concerned that the girls may have been exploited and that you would like to complete the A&E CSE assessment. The goal is to try and engage the girls into the assessment and referral to MASH. If the girls refuse to engage, the CSE risk has not gone away and a referral should be made to MASH regardless. Explain to the girls that they are not in trouble that the referral is to get them some support.

JACK

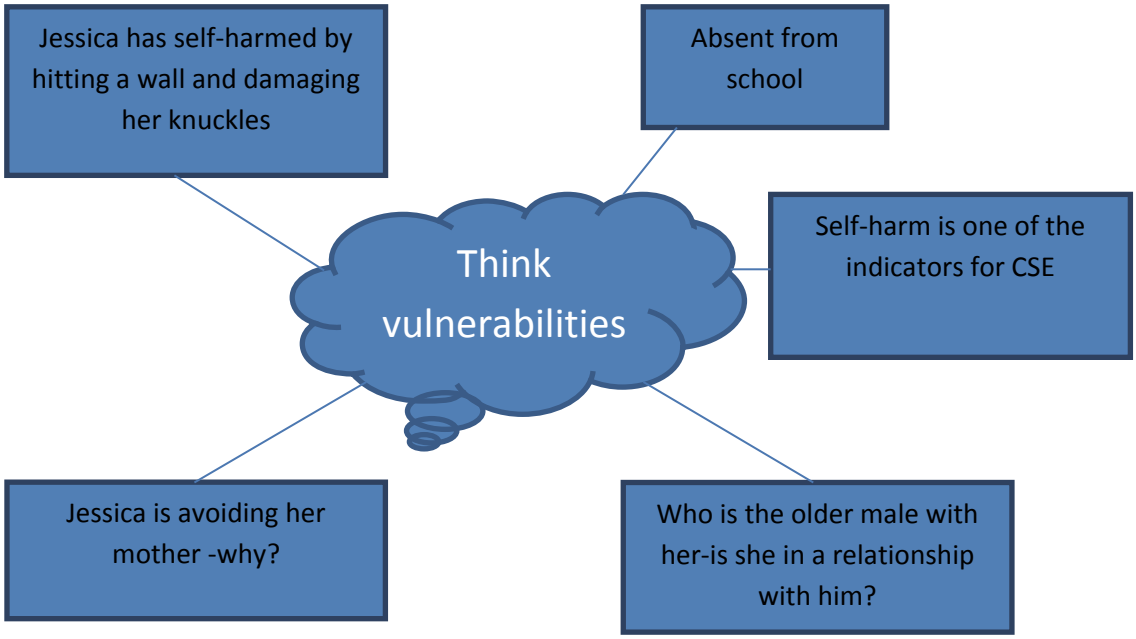
Jack attends A&E in the early hours of Sunday morning. He is 17 years old, and he has sustained an assault injury to his face. He states at first that he was hit by someone he didn't know. Jack appears to have learning difficulties. He shares that he is gay and has just split up with his boyfriend. He says his parents are unaware he is gay and has had a boyfriend previously.



Explain to Jack that you are concerned for his welfare and suggest that you ask him some questions to see if there are any other concerns. Then complete the A&E CSE assessment, if CSE risk factors are found, refer to MASH and attach the CSE assessment. Keep Jack informed and seek to involve his parents however bear in mind that Jack may have relationship difficulties with his parents if he has not felt able to disclose his sexual orientation.

Jessica

Jessica is 15 years old and presents at A&E at 2pm in the afternoon in the company of an older male. She has injured her knuckles and states she hit a wall because she was feeling down. You notice some faint scars to her arm that may be as a result of self-harm. Jessica says her mother doesn't know she is at A&E and she doesn't want her to know because she will make a fuss.



Speak to Jessica on her own ask the older male to wait outside. Explain to Jessica you are concerned for her welfare and you would like to ask some questions. Complete the A&E CSE assessment and then share with Jessica the results. Make a referral to MASH if CSE risk factors are present and attach the CSE assessment. Seek to involve her parents.

A&E practitioners need to be aware at all times of the potential for young people to be at risk of CSE. Young people often attend A&E as they know it is a safe place and they are looking for help.

PARAMEDICS

"Staff are in a unique position to note important pre-disposing factors such as the home environment and the initial story. It is no longer considered enough to mention concerns to hospital staff or other health care workers as being sufficient to protect a child or young person from risk/suffering significant harm." (EMAS 2014)

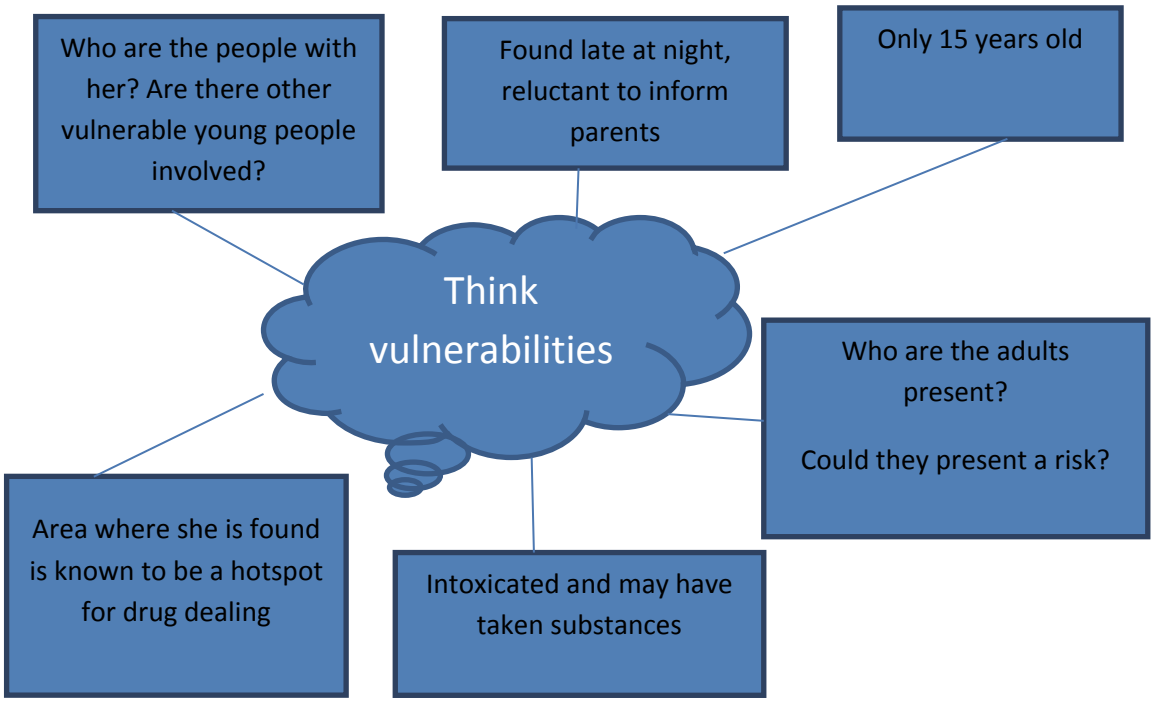
The East Midlands Ambulance Trust provides paramedic and ambulance services to Northamptonshire; paramedic/drivers should refer to their own Safeguarding Children Policy (quoted above).

Please ensure that you read Chapters One and Two before accessing this chapter.

The section will use a case scenario to aid the paramedic in their assessment of the vulnerability of the young person to CSE at the scene.

SHANICE

EMAS receive a call-out. Shanice has been found intoxicated and not making sense: she is 15 years old. When you arrive at 1 am, Shanice is lying on the side of the road. There are a number of young people and adults present, who appear to be congregating near to some terraced houses. There is also a youth club at the end of the road. Your initial assessment shows that Shanice is conscious, but you notice her eyes are a little dilated. Shanice is able to tell you she has taken alcohol and some drugs, she doesn't know what type, but they were pills. Shanice is very reluctant to tell you where her parents are. Your priority is to get her into hospital, but you are concerned about the circumstances in which you find her.



The paramedic can assess information that other professionals may never be privy to i.e. they see the location in which the patient is found. A child of this age found in this situation would generally result in a MASH referral, highlighting the vulnerabilities. This would be key to assessing whether there was risk of CSE. Who else was present should also be included into any safeguarding referral. Did the adults present want to remain involved when the ambulance arrived or did they leave without offering information? One of the CSE models used locally in Northamptonshire is the *party model*, so being found outside a house, intoxicated, with adults present who are not related, may indicate a CSE risk. By completing the CSE Assessment Tool in Chapter Two the Paramedic will be able to assess the level of CSE risk

PHARMACY:

Please ensure you read Chapters One and Two before accessing this chapter. Local pharmacies can play a positive role in preventing CSE and child trafficking, which puts children at risk:

- Pharmacies can be the 'eyes and ears' of the community.
- Pharmacies can be used by child victims of sexual exploitation to access emergency contraception

PHARMACISTS SHOULD LOOK OUT FOR THESE INDICATORS OF CSE:

- Young people having significantly older boyfriends or girlfriends (consider the 5 year rule – if a young person is under 18 years of age, and their partner is more than 5 years older, there is a high risk of CSE).
- Presenting as suffering from sexually transmitted infections.
- Girls regularly attending for emergency contraception.
- Girls attending pharmacy with older males/adults.
- Young people who appear scared, withdrawn and nervous.
- Concerns about drug and alcohol misuse or young person under the influence.
- Displaying inappropriate sexualised behaviour.
- Concerns about young people associating with other young people involved in exploitation.
- Any adults regularly seen/attending with different young people.
- Young people associating with known adult sex workers.

WHAT CAN YOU DO?

- Take as much information from the young person as possible
- Make a referral to the local sexual health clinic, noting your concerns on the referral form so they can ensure follow up
- Record as much detail as possible about any accompanying adults or adults of concern
- Share your concerns with the police and or make a referral to the MASH

GENERAL PRACTICE

Young people may present to their GP practice with any of the physical, emotional or behavioural concerns which may be linked to CSE (for a full understanding of the CSE risk factors please read Chapter One). Young people may present on their own, with a parent or carer, or a parent may seek advice without the young person present. Some issues could present to other practice staff, particularly nursing staff. GPs and practice nurses must ensure that they are aware of the full range of possible indicators of CSE, including the wider behavioural indicators, which may indicate that a young person may be being groomed or is in an abusive or exploitative relationship.

Consultations could relate to:

- Contraceptive advice or care
- Possible symptoms of sexually transmitted infection
- Suspected or confirmed pregnancy, termination or miscarriage
- Low mood, anxiety, self-harming.
- Drug and alcohol issues
- General changes in behaviour and/or physical wellbeing e.g. sleep, appetite, genitourinary symptoms, recurrent abdominal pain, headaches, school attendance issues.

Where a young person consults on sexual health issues, or discloses that they are in a sexual relationship, GP's should:

- Be open about confidentiality and information sharing at the start of a consultation
- Use the CSE proforma from the RCGP safeguarding toolkit, to structure the consultation.

Where practice staff have any concerns about possible CSE:

- Review the patient record to identify any other indicators of CSE, other concerns and vulnerability factors. Consider reviewing wider family health records.
- Discuss concerns with an experienced colleague, the practice safeguarding lead or county health safeguarding leads and advisors
- Where possible, provide continuity of care with a clinician with whom the young person has a rapport.
- Best practice is to use the NSCB CSE risk assessment tool to explore the level of risk. It is recognised that it may not be possible to complete all fields within primary care.
- Consider seeking information more widely to identify concerns for the young person, e.g. from school nursing team. Concerns could be discussed at a practice multidisciplinary safeguarding meeting, if this is in place. This should normally be done with the consent of the young person, but may be done without consent if there are specific CSE concerns.

Where there is evidence that a young person may be at risk of harm of CSE, a referral should be made to the MASH and the CSE risk assessment tool should be included with the referral.

Please feel free to access other chapters in the toolkit. The following chapters we think will be of most use to you:

- Chapter One: what is CSE and what you need to know
- Chapter Two: CSE and the local response
- Chapter Eight: CSE Information for Parents
- Chapter Nine: CSE Information for Children and Young People

Chapter Five: NCC Early Help and Prevention and Safeguarding and Children's Services

The teams covered in this section are: Child in Need (CiN), Looked After Children (LAC), Early Help Prevention (EHP), Unaccompanied Asylum Seeking Children (UASC), Leaving Care, Foster Care, and Residential Care

Before accessing this Chapter please read Chapters One and Two to familiarise yourself with both the CSE risk factors and the appropriate response.

Within social work practice, a number of groups of young people are particularly vulnerable to CSE.

These include children and young people:

- Who have a history of running away or of going missing from home,
- those with special educational needs,
- Those in and leaving residential and foster care,
- Migrant children,
- Unaccompanied asylum seeking children,
- Children who have disengaged or are missing from education
- Children who are abusing drugs and alcohol, and those involved in gangs.

Workers within all teams must consider CSE risk factors within all their assessments and ongoing work.

Often a young person will come onto a caseload where there are family based vulnerabilities and the emphasis of the work from the child in need or child protection plan may be centred on building the parenting capacity. However, as the assessment develops, some CSE risk factors may start to emerge, and it is at this point consultation with your manager and the RISE team should take place.

Early recognition of CSE and early intervention from RISE will lead to better outcomes for a young person.

Complete the CSE assessment form (see Chapter 2). If the assessment highlights the young person is at risk of CSE, discuss with your line manager before making a referral to RISE (as per the referral route on Page 42).

Children and young people who are being sexually exploited are the victims of abuse, and will be especially vulnerable. This may manifest itself in a number of ways:

- they may be defensive and reluctant to engage with professionals
- they may be dependent on drugs or alcohol, which may affect their view of the situation.
- Workers should recognise that many children and young people might not think that they want or need protection from sexual exploitation, and might be resistant to what they perceive as interference from authorities.
- Perpetrators groom their victims so that they are compliant to being sexually exploited and are frightened to report their abuse. In some instances, they may be fearful of being involved with the police or other teams in children's social care.

Therefore the social worker must be alert to CSE presenting features and be ready to encourage engagement into work around raising awareness for the young person and their family.

Gaining the child or young person's trust and confidence is important if he or she is to be safeguarded from harm and enabled to escape from sexual exploitation. Often the process of engaging with children or young people who are being sexually exploited can be difficult and lengthy. It can take time for professionals to build up trust and overcome their resistance to being helped, and supported to exit the abusive situation.

As with any referral, the wishes and feelings of a child or young person, and their parents/carers concerns, should be obtained when deciding how to proceed. He or she may be at a particularly important turning point in their life and will need to be enabled to express their wishes and feelings, make sense of their circumstances and contribute to decisions that affect them. However, when assessing the views of these children, you need to be aware that perpetrators may have 'groomed' them and conditioned their responses, and that they may be denying what has happened to them. They may initially reject offers of help or support.

Please feel free to access other chapters in the toolkit. The following chapters we think would be of most use to you:

- Chapter One: what is CSE and what you need to know
- Chapter Two: CSE and the local response
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- Chapter Nine: CSE Information for Children and Young People

Chapter Six: District councils and Hospitality Industry

Before reading this chapter please read Chapter's One and Two.

Young people can be groomed and sexually exploited at a variety of premises and locations such as (but not exclusively):

• Parks

• Shopping centres

• Taxi ranks

• Restaurants

• Takeaways

• Gyms

• Leisure centres

• Hotels

• Hostels

• Pubs/bars/clubs

• Online

• Instant messaging

• School/college

• Home

District councils have a key role to play in safeguarding the environment where young people may congregate and meet. This is particularly important in relation to the monitoring of licences.

The **Licensing Act 2003** outlines four Licensing Objectives that licensed premises have an obligation to support through the operation and management of their business. One of those Licensing Objectives is "The Protection of Children from Harm" and this is what gives Licensing Officers powers under the Licensing Act to bring about prosecutions for offences such as sale of alcohol to a person under 18, and/or to bring action by way of review of the premises licence that covers them to operate the licensable activity.

Evidence of CSE at or by premises would also potentially lead to a review process alongside any other criminal action that might be taken against perpetrators. The review process works on the *lesser civil burden of proof*. It does not necessarily need to be the case that there is

enough evidence to bring about prosecutions for any CSE linked offences, as long as on the balance of probability it can be shown that a premises is involved in CSE in some way.

The advice contained in Chapter Six can be applied to pubs and clubs, bingo halls, and any other leisure industry, as more resources become available the toolkit will seek to include them.

The next two sections of chapter six will concentrate on three important areas:

- The hotel industry
- Taxi companies
- Social housing providers

We have drawn on the resources provided by the NWG-Network for this section (*NWG_Network, 2015*).

HOTELS

It is recommended that District councils as part of their licensing management encourage hotel management to read this section of the CSE toolkit as well as reading Chapter One.

A real case leading to a hotel protecting children being sexually exploited

In March 2014, an adult male arrived at a hotel late in the afternoon and booked a room in his name. He paid in cash and did not have any photo ID but gave his bankcard details and car registration number.

The adult male then took a 14 year old girl, who had been waiting in the car, to the room. After a short period they left the hotel and went to a fast food shop where they met a 13yr old girl, who was known to the 14yr old girl. The adult male and the 14yr old invited her to the hotel.

The receptionist at the hotel who witnessed the arrivals had suspicions about the situation and reported this to the duty manager. The duty manager spent a short time in the corridor outside the room and could hear the girls talking.

They ordered some drinks from room service and the duty manager made the decision to take this to the room himself. One of the girls answered the door and the duty manager insisted that he went into the room rather than hand the tray over at the door.

The adult male was in the bathroom and the two girls were dressed in pyjamas, one was in the bed. The duty manager asked the girls if they were okay to which they replied yes. He asked them again and said that they could leave the room with him if they wished. Again they said they were okay.

The duty manager left the room with the intention of contacting the police. The adult male and the girls left the hotel within minutes. The duty manager relayed his concerns to the police contact centre (he had contacted 101). Someone contacted him back

for further details and the police subsequently attended the hotel. The hotel room was secured for forensic tests and using the car registration number to trace the owner, an adult male was arrested the same evening.

The 14 yr old girl has disclosed that she was in a relationship with the adult male that there had been sexual activity.

The adult male is now on police bail whist the investigation continues.

This case highlights the important role that Hotels play in both the detection and disruption of child sexual exploitation.

Hotel Managers should be aware of and train their staff to recognise key signs of CSE which include:

BOOKING IN:

- Adult refusing to leave credit card imprint and paying in cash
- Teenagers loitering in public areas/external areas of premises
- Guests requesting a room that is isolated
- Guests with local address renting a room
- Guests who appear secretive about their visit or trying to conceal their activities in the room or who they are with
- Last minute/walk-in bookings
- Bookings made in a different name to those who check-in / person speaking a different language to the person booking

DURING THE STAY

- Frequent visitors to the hotel who do not appear to have a reason for being there
- Two or more adults heading for room may indicate room is being used for a party
- Guests who move in and out of the premises regularly at unusual hours
- Guest rooms with a lot of condoms/condom wrappers, drugs/drug paraphernalia (e.g. syringes, wraps, pipes, bongs, broken light bulbs, spoons, plastic bags)
- Signs of alcohol, drug or substance misuse
- High traffic to guest room

- Noise complaints
- Guests arriving and asking for a specific room number but they don't know the name in which the room is booked
- Guests who don't want their room cleaned or visited
- Guests who do not have any luggage or ID
- A pre-paid bar tab to a room where children stay
- Number of persons visiting a room at regular intervals – a person may have arranged for others to visit the room where a child is being sexually exploited
- Guests who access an excessive or unusual amount of pornography (TV or computer)

YOUNG PEOPLE

- Young people with significantly older boyfriends/girlfriends
- Guests who appear to be under the age of 25 for ID both in the licensed area and when delivering alcohol to rooms
- A young girl/boy who appears withdrawn or tries to hide their face or appear afraid, disorientated or restricted from moving or communicating or acting under instruction
- Young persons who appear overly made up or dressed provocatively

SO WHY SHOULD HOTELS HELP?

- It is a duty under the Licensing Act 2003 (UK:GOV, Licensing Act 2003 , 2003) – protection of children from harm
- Health & Safety issues – think about your booking policy (young unaccompanied guests)
- Negative media attention – reputation
- We all have a moral responsibility to protect children
- There may be legal implications for hotels if activity of CSE is taking place on their premises and they are failing to act or do not have safeguards in place.
- Above all, follow the advice on the banner below and report any concerns on 101 to the police



THE TAXI AND PRIVATE HIRE INDUSTRY

Taxi drivers are the eyes and ears of the community; they may notice increased fare activity around certain houses and locations where a number of young people are being transported to and from.

Within Rochdale and Rotherham, young people being transported by taxi to hot spots for child sexual exploitation was key to the intelligence gathering that eventually led to the prosecution of CSE perpetrators.

Therefore taxi drivers are key for providing:

- Local intelligence
- Early recognition

which enables the police and other agencies to disrupt CSE activity in geographical areas or hotspots.

WHAT CAN DRIVERS DO TO HELP?

- managers of firms raise awareness with drivers of CSE
- Read Chapter One of the toolkit and be aware of indicators of risk.
- Be aware of young people you think may be at risk.
- Be aware of addresses they are taking young people to
- Pass on any information/concerns they have to the police

COUNCIL HOUSING AND HOUSING ASSOCIATIONS

Social Housing providers are key in building intelligence that may indicate CSE activity. Locally, within Northamptonshire, the *party model* for CSE is most commonly used (please see Chapter One for details).

Therefore, when complaints come in around noise and/or unsociable activity, housing officers should be alert for signs of young people visiting the tenancy.

Any knowledge around substance and/or alcohol misuse with tenants - housing officers should consider if young people are present and consider this as a risk factor associated with CSE.

Such intelligence should be shared with the police as this helps to identify CSE hotspots so that prosecution can be pursued and disruption of activity commenced.

Again follow the advice of the banner below and ring 101:



Please feel free to access other chapters in the toolkit. The following chapters we think would be of most use to you:

- Chapter One: what is CSE and what you need to know
- Chapter Two: CSE and the local response
- Chapter Eight: CSE Information for Parents
- Chapter Nine: CSE Information for Children and Young People

Chapter Seven: The Role of Voluntary and Community Providers

The voluntary and community provider Chapter highlights approaches that key services in the sector should take. However, all voluntary services should raise awareness amongst

their staff and volunteers of the Child Sexual Exploitation (CSE) risks, and to ensure staff take an appropriate response. Please ensure you read Chapter One and Two before accessing this chapter, but the chapters for parents and young people are likely to be useful to your organisation as well. Please be aware all the resources in this section can be downloaded from Ask Normen (www.asknormen.co.uk).

Children and young people who are sexually exploited can present across a range of settings and activities in a variety of ways: poor self-care, injuries, drug and alcohol problems, self-harming behaviours, problem behaviours, and problems in relationships.

"They may not recognise they are being sexually exploited as they may perceive the perpetrator as giving them something they need or want. This may change over time as the perpetrator's behaviour becomes more coercive, but, a fear of potential consequences may stop them from disclosing". (AMRC, 2014)

Children and Young People may use your organisational activities as a cover for their engagement in sexual behaviour that may be exploitive. For example a young person you expect to attend an activity may not arrive; they may not attend your session when their parents' believe they are.

The key community and voluntary organisations who are best placed to spot children at risk of CSE are:

- Children's Centres
- Supporting Services for families
- Youth Counselling and Advice Agencies
- Community Groups
- Youth Clubs and Organisations including Scouts, Guides, Cadets etc.
- Faith Groups
- Sports and Arts Groups
- Tenants and Residents Groups

CSE Policy

All organisations and settings should have a safeguarding policy; we recommend it is altered to include CSE or an additional policy is developed which sets out how your organisation will address child sexual exploitation in your settings. You may wish to review the school sample policies in Appendices 2 and 3 and make amendments as appropriate to your organisation. You are free to alter it to align with your other policies.

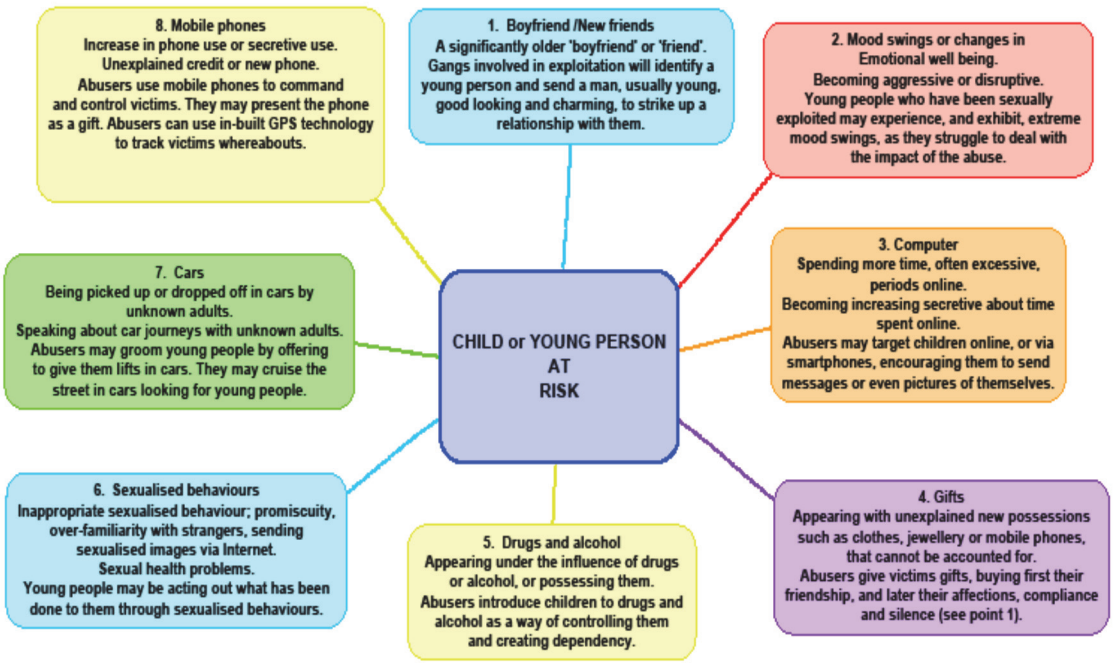
The designated person for CSE may be the same person who is the designated safeguarding lead for the setting. This person needs to be clearly identified as stated in the policy. Due to the nature of issues involved, this may be the same person who is leading on

self-harm in your setting (often another sign of potential CSE concern). If self-harm is another area of concern, please see the Northamptonshire Self-Harm and Suicidal Ideation Toolkit http://www.asknormen.co.uk/self-harm-and-suicidal-ideation-conference-resources/

You may also have a trustee with responsibility for CSE. This may be your safeguarding trustee, but please make them aware of their responsibilities for CSE and encourage them to use and promote this toolkit.

Staff and Volunteers leaflet

We have provided a leaflet for staff and volunteers. This leaflet can be printed onto 2 sides of an A5 flier. This will enable staff to keep the checklist for early warning signs in their diaries so it is easily accessible.



SAFEGUARD MNEMONIC

- **S** - exual health and behaviour concerns
- **A -** bsent from school or repeatedly running away
- **F** - amilial abuse and/or problems at home
- **E** - motional and physical condition
- **G** - angs, older age groups and involvement in crime
- **U** - se of technology and sexual bullying
- **A** - lcohol and drug misuse
- **R** - eceipt of unexplained gifts or money
- **D** - istrust of authority figures

WHAT TO DO IF YOU ARE CONCERNED ABOUT POSSIBLE CSE?

- Health & Safety issues – think about whether young people change their behaviour or their adults do not engage with you (young unaccompanied guests)
- We all have a moral responsibility to protect children
- There may be legal implications for organisations if activity of CSE is taking place on their premises and they are failing to act or do not have safeguards in place (for example strangers picking up children and young people).
- Above all follow the advice on the banner below and report any concerns on 101 to the police



RESOURCES

There are some excellent resources which are readily available and many of them are free of charge.

We have provided a list of accessible resources here. The resources are either very specifically related to Protective Behaviours and helping youngsters to know when they don't feel safe and what to do about it , or they are very specific about CSE and what to do. Some resources incur cost and some are free to download. It is likely that more resources will become available as professionals seek to address the issues around Child Sexual Exploitation. We trust that you will choose what is applicable to your situation, to back up training in Protective Behaviours or Child Sexual Exploitation available in Northamptonshire. You may find the sections relating to Parents and Schools of interest to you.

NAYC offer membership to youth groups and youth activity clubs. Members can then access training on a number of issues including safeguarding, self-harm and child sexual exploitation. http://www.nayc.org/view/index.php?page=174&Parent_ID=-1

ACTIVITY ORGANISERS/FACILITATORS

In their guidance the Academy of Medical Royal Colleges (2014) describe what young people want when they need to make disclosure about CSE:

> ***The young people said that they wanted so+meone to notice that something was wrong and to be asked direct questions. They wanted professionals to investigate sensitively but thoroughly and they wanted to be kept informed about what was happening. Disclosing abuse was difficult and the majority had negative experiences at some point, often to do with people responding poorly. Positive experiences were around being believed, protective actions being taken and the provision of emotional support.***

Voluntary and community groups have direct access to children and young people and are ideally placed to foster a relationship that will help young people to disclose their CSE experience.

PROFESSIONAL GUIDANCE PROVIDES THE FOLLOWING INFORMATION:

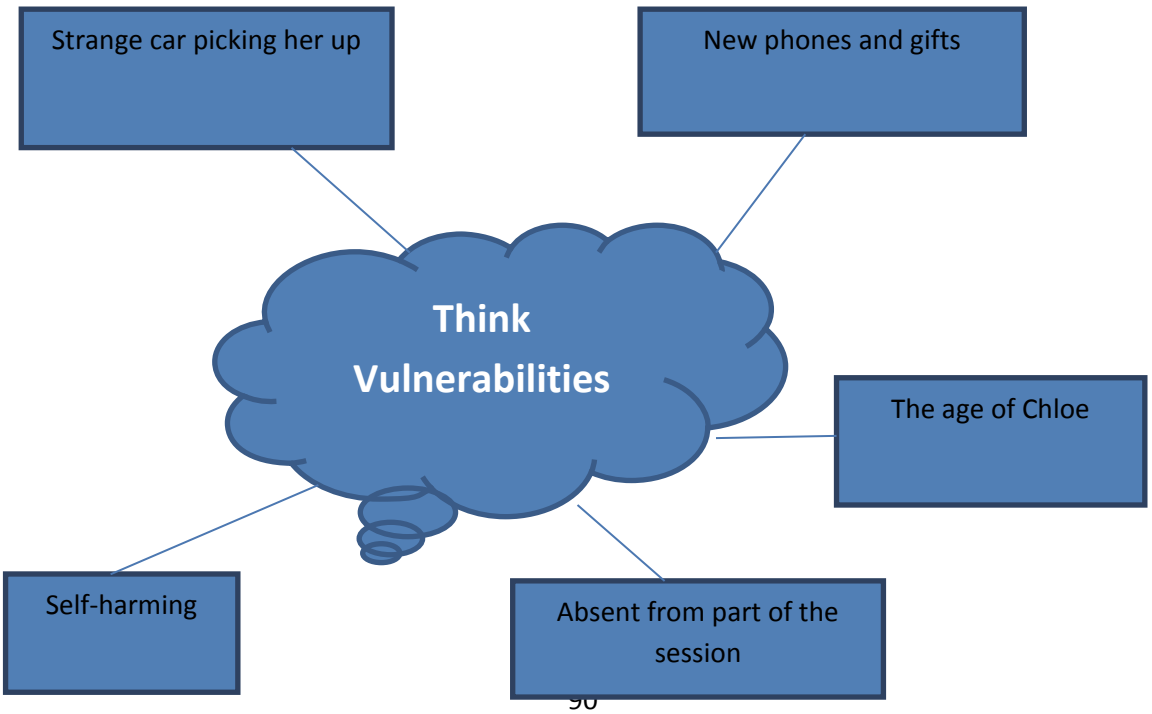
The best way for your organisation to be young people friendly is by:

- Developing effective communication skills to engage with young people, building rapport and trust.
- Understanding the root cause of altered or challenging behaviours which a young person who is being exploited may display – see the child not the behaviour.
- Attuning sensitively so that the young person doesn't feel pressurised to 'tell their story'.
- Taking responsibility to safeguard a young person where chid sexual exploitation is suspected but the young person is not ready or able to disclose.

- Providing advocacy for children, young people and their families.
- Developing accessible, reliable services in schools that are friendly and offer a confidential, non-judgemental service.
- Listening to children and young people's views and implementing service changes to reflect these as appropriate.
- Ensuring that health information is accessible, available, understandable and relevant.
- Providing, wherever possible, consistency and stability of staff member(s) working with the child/young person.
- Support child, young person and, where appropriate, the family within a multi-agency context.
- Make professional services aware if you have a concern.

THE FOLLOWING IS A CASE EXAMPLE THAT COULD TYPICALLY PRESENT TO A YOUTH GROUP AT AN ACTIVITY:

Chloe is a 14 year old young person who regularly attends the youth group, and she is regularly checking 2 different mobile phones. She is often showing off expensive new gifts from her boyfriend. She sometimes disappears shortly after a session begins and reappears just before home time. Sometimes a strange car will pick her up. Chloe also has marks showing she is self-harming.



There are number of next steps you could take:

- Report your concerns via the Police on 101
- Speak to Chloe and explain you are concerned that she may be at risk
- Complete with Chloe the CSE assessment which you will find in Chapter 2 and on the Northamptonshire Safeguarding Children Board website Home - Northamptonshire Safeguarding Children Board
- If the assessment demonstrates she is at risk you must then make a referral to the multi-agency safeguarding hub using their on-line referral form and attach your completed CSE assessment the link to the referral form is below
- http://www.northamptonshirescb.org.uk/more/borough-and-district-councils/how-to-make-an-online-referral/
- Make sure you keep Chloe informed of your actions and try to encourage Chloe to allow you to inform her parents. Once the referral has gone into social services her parents will be contacted so it is important to explain this to Chloe

Please feel free to access other chapters in the toolkit. The following chapters we think would be of most use to you:

- Chapter One: what is CSE and what you need to know
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Chapter Eight: CSE Information for Parents

"Child sexual exploitation can be hard to detect and abusers are very clever in their manipulation. Some young people won't even be aware that it is happening to them.

It's not always easy to know what our children are up to or if anything is bothering them, but any combination of these tell-tale signs is a strong indicator that something is wrong and you should get help."

-- www.itsnotokay.co.uk (okay, 2015)

Before reading this chapter parents are asked to read Chapter One so that they are familiar with the early warning signs and tell-tale signs of children who may be at risk of being sexually exploited.

INTRODUCTION

Children and young people are vulnerable to many risks, some of which are related to the ever changing world of technology and social culture.

As a parent it is important to talk to the agencies working with your child, this could be the school, the police, and social services and if you have worries about your child being sexually exploited. We cannot stress enough that parents are the most important people in keeping children safe.

YOUR CHILD AND THE INTERNET

"The use of the internet and mobile technology to target and groom children and young people is becoming increasingly more common and is known to initiate, organise and maintain the sexual exploitation of children."

Office of the Children's Commissioner (*Beckett, Factor, & Melrose, 2013 - "If it's not better, it's not the end" – Inquiry into CSE in gangs and groups, one year on)*

Today's children know more than the adults in their lives about the internet and how to access the online world. It is vital that parents, carers and all adults involved with children and young people acknowledge that they are often a step behind the young people in terms of technological know-how, and do what they can to be aware of the dangers the internet carries.

The internet is sometimes used to enable the grooming process which can lead to children being sexually exploited. Children, without thinking, will often share on-line personal information or their plans for the evening with people on-line that they have not met in the real world. These people can use this information to get to know a child and then to exploit them. The internet is the mechanism which the exploiter will use to infiltrate themselves into a child's life,

Parents and carers need to know what their children are doing online and put controls in place in relation to their children's internet access. One way of doing this is to have an

agreed policy in place at home, with reasonable sanctions for children being found to have breached the policy. You can then carry out random device checks agreed with your child or young person to closely monitor what they are up to online.

At the end of this chapter we have included written agreements on using the internet for parents and children to use at home; there is one for a primary and one for a secondary age school child.

PARENTS' ROLE IN ADDRESSING CSE RISK

"Child Sexual Exploitation is a hugely distressing, but fairly rare form of sexual, emotional and physical abuse of children. Knowing the signs and being aware of the support available can help to equip parents and carers with the knowledge and tools to act."

- http://www.paceuk.info/the-problem/ (PACE, 2015)

Parents and carers play an instrumental role in being able to identify risk of CSE and find help for their child and their family as soon as an issue has been detected. As well as making yourself aware as a parent/carer, there are simple steps you can take in terms of a 'LAWE' to tackle CSE.

L – Listen; listen to your child in an open-minded, non-judgemental way

A – Ask; ask about anything you experience Early Warning Signs about

W – Watch; what is your child up to? - Where? When? Who? Why? How?

E – Empower; how can you empower your child to feel in control, and make safer choices?

Parents and carers may also find it useful to be mindful of the points in the Pan-London Safeguarding Against CSE. The points are as follows:

- **S** - exual health and behaviour concerns
- **A -** bsent from school or repeatedly running away
- **F** - amilial abuse and/or problems at home
- **E** - motional and physical condition
- **G** - angs, older age groups and involvement in crime
- **U** - se of technology and sexual bullying
- **A** - lcohol and drug misuse
- **R** - eceipt of unexplained gifts or money
- **D** - istrust of authority figures

So as a parent you have spotted the early warning signs of CSE in your child or a child that is known to you. What do you do now? Please follow our local campaign "say something if you see something" and ring the police on 101 and report your concerns.



HELPING OUR YOUNG PEOPLE UNDERSTAND CONSENT

Many young people struggle to understand that to enter into a sexual act, there needs to be consent. But what does consent mean and how as parents can we help our young people understand? The Office of the Children's Commissioner (*Maddy Coy, 2013*) spoke to young people about consent and this is what the young people said themselves.

CONSENT IS	
YOUNG MEN	**YOUNG WOMEN**
"You have to the other person's agreement to do it"	*"Both agreeing to it. Like they're happy to do it"*
"For someone to say yeah, you can do it "	*"Permission to do something"*
"The other person is willing to have sex "	*"If people are saying yes and being happy with it "*
"Permission, approval "	*"You both have got to be on the same level of wanting what's going to occur after you've given that consent "*
"The boy is like waiting for her to be ready for it and like so they can both enjoy it "	*"Both people wanting to do it, 100% wanting to do it, not 'shall I'? 'Shall I'? "*
"If a girl says no, she means no "	*"You've always got to get permission "*
"If someone says no then you can't do it "	*"Both people coming to a mutual understanding and agreeing that they do want to have sex"*
"The other person is ready "	

The Sexual Offences Act 2003 outlines what is and is not consent to sexual activity please see the box below.

SEXUAL OFFENCES ACT (2003)

<table>
<tr><td colspan="5"></td></tr>
<tr><td>12 years 364 (and under)</td><td>13 years</td><td>14 years</td><td>15 years</td><td>16 and 17 years</td></tr>
<tr><td rowspan="2">Any sexual activity is an offence – unable to consent to sexual activity.

<u>Refer on</u>
Sexual activity will be statutory rape</td><td colspan="3">“Sexual activity can be mutually agreed, but remains an offence</td><td rowspan="2">Sexual activity is legal in a <u>consenting</u> relationship otherwise it is a criminal offence.

It is an offence to take, distribute possess an indecent image of a child under 18</td></tr>
<tr><td colspan="3"><u>Risks to be assessed</u> and young people vulnerable to abuse / exploitation to be referred on as appropriate</td></tr>
</table>

(Above slide courtesy of Andy Bowly from Barnados)

The best way to protect your young people is have an open and honest relationship with them. Show an interest in what they are doing. Encourage them to bring their friends home so you get to know them. Above all keep talking with them and remind them you are always there to help them. By providing this support to your child it makes it harder for an abuser to undermine the protection of the family.

The section below provides you with some useful resources that you may wish to access on CSE.

RESOURCES FOR PARENTS

Website: www.selfiecop.com
This app is currently in development and will send a copy of any picture taken on a child's phone to the parents email address. Parents should inform young people they have installed the app as this would be preventative rather than as a spying mechanism.

https://www.getsafeonline.org/safeguarding-children/parental-control-software/
This is web site that will help parents understand internet safety. Has info about fraud, how to keep buying online secure and looks at dating web sites and how to protect tablets and smart phones.

http://www.paceuk.info/ Web site dedicated to helping parents fight against child sexual exploitation. There is an online training package for parents that will help them spot signs and indicators and give tools to keep their children safe.

www.nwgnetwork.org The national working group for sexually exploited children. Gives lots of information re what is CSE. There is a public space but also a closed space for professionals that sign up. They deliver training and have workshops for professionals.

Sexual Exploitation: Sex, Secrets and Lies 'Sexual Exploitation - Sex, Secrets & Lies', This guide examines the risks young people face and explore ways of keeping safe. The colourful, easy to read booklet is illustrated and has been designed to be used by young people as well as family members and carers who are concerned about the safety of young people. **FREE** to download from www.barnardos.org.uk along with lots of other good resources.

http://www.paceuk.info/
For parents and carers, PACE is a charity for parents and carers to find information and help. It was set up for families against Child Sexual Exploitation. There is an online training package for parents that will help them spot signs and indicators and give tools to keep their children safe.

http://www.itsnotokay.co.uk/parents/
The It's Not Okay website is the resource website which was created through Project Phoenix in the aftermath of the CSE enquiry in Greater Manchester. There are sections for parents and for children and young people.

http://www.barnardos.org.uk/get_involved/campaign/cse/spotthesigns.htm
Support, guidance and advice on CSE for parents and professionals, as well as downloadable leaflets.

http://www.stopitnow.org.uk/
Stop it Now! UK and Ireland is a useful website for anyone with concerns about child sexual abuse. The Stop it Now! campaign operates a confidential freephone helpline for any adult with concerns including those worried about a child or young person. Ph 0808 100 900 or help@stopitnow.org.uk

See Me, Hear Me

http://www.seeme-hearme.org.uk/

See Me, Hear Me is promoted in the West Midlands for people wanting information or ways to find help relating to indicators of CSE.

http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/what-is-child-sexual-exploitation/

The NSPCC works to prevent child abuse and cruelty to children. Their website includes information on different topics, including definitions and signs of CSE.

http://www.nhs.uk/Livewell/abuse/Pages/child-sexual-exploitation-signs.aspx

Advice from the NHS on the possible signs and indicators of risk of CSE in children and young people.

www.pbpeople.org

The Protective Behaviours process is promoted in Northamptonshire through schools to develop resilience and self-empowerment in young people, while highlighting their right to feel safe, and the importance of talking to get help.

HOME INTERNET AGREEMENT

It is a good idea to have an internet agreement with your children that is placed on either there bedroom wall and/or in the room where the computer is generally accessed. Please see the following pages for a sample internet agreement for primary and secondary school aged children.

HOME INTERNET SAFER USE POLICY

(suggested 7-12 years)

I understand that I must use ICT in a responsible way, to ensure that there is no risk to my safety or to the safety of people at home, or our devices.

- I will only access websites and apps agreed with adults at home. An approved list will be kept centrally and reviewed regularly.
- I will keep my username and passwords secret – I will never share them, or use any other person's username and passwords.
- I will never share ANY personal information about myself or others when online. This includes giving my name, address, email addresses, telephone numbers, age, gender, school name, or bank information. If I am asked for any of this type of information by someone I know or don't know online, I will speak to an adult at home before I do anything else.

*****I WILL NEVER ARRANGE TO MEET ANYONE IN PERSON WHO I ONLY MET ONLINE. I KNOW THAT PEOPLE CAN TRICK CHILDREN AND MIGHT NOT BE WHO THEY SEEM!**

- I will immediately speak to an adult at home if someone asks me to meet them.
- I will report anything I see or read on the internet which I feel uncomfortable or unsafe with. This includes unpleasant or inappropriate images, material or messages or anything I feel uncomfortable about online. I know I can tell an adult at home or school, and I know how to use Click CEOP.
- I will never open an email if I don't recognise the sender.
- I will always respect others' right to feel safe and will not use devices or the internet to behave in an unkind way, or in ways that might feel unsafe for others.
- I will not share images of anyone, including myself on the internet. If people don't want their picture taken on a device, or if they want images deleting, I will respect their wishes. I know it can be against the law to use and share photographs as a form of bullying.
- I understand the risks and will not upload, download or access anything without asking an adult first.

- I will not download and play games on any device which I am too young for. If I need clarification, I will ask an adult. If the game is for 18 and up, I know I am too young.

- I will NOT use social media sites as I am too young to do so legally.

I agree to this policy.
I understand and accept the terms.
I know that if I do not keep to the policy, my device will be confiscated for a period of time to be determined by the adults at home.

Signed _____ Date _____

Adults _____

Please feel free to access other chapters in the toolkit. The following chapters we think would be of most use to you.

- Chapter One: what is CSE and what you need to know

- Chapter Two: CSE and the local response

Chapter Nine: CSE Information for Children and Young People

Could this be you or a friend?

Do you stay out overnight?	If this sounds like your life, or if you are worried about a friend, you or your friend could be at risk of child sexual exploitation by older adults. Taking risks is part of growing up, but sometimes young people get out of their depth and need some help. Services in Northamptonshire are ready to help if something is happening to you say something. • tell a friend who you know will tell a teacher or other useful adult • tell an adult • ring 101 and report it to the police • ring the RISE team on 01604 888345 or email them rise@northants.pnn.police.uk You have a right to feel safe at all times reach out for help - don't suffer in silence.
Have you been missing from home?	
Do you miss school?	
Does a grown-up outside your family give you money, clothes, jewellery, a mobile phone or other presents?	
Do you have an older boyfriend or girlfriend?	
Do you take drugs or drink alcohol?	
Are you losing touch with your family or friends?	
Do you hate yourself sometimes?	
Are you secretive about where you go and who you see?	
Do you chat to people on line your have never met?	

SO WHAT IS CHILD SEXUAL EXPLOITATION?

"Someone taking advantage of you sexually, for their own benefit. Through threats, bribes, violence, humiliation, or by telling you that they love you, they will have the power to get you to do sexual things for their own, or other people's benefit or enjoyment (including touching or kissing private parts, sex, taking sexual photos.)" (NWG-Network, 2008)

SO HOW DOES IT HAPPEN?

We know from experience that some adults draw young people just like you into sexual relationships. They are not really your friends.

This is how it works:

- older adults are nice to you
- they show you a lot of interest and affection at the beginning, and make you feel special
- sometimes they ask groups of young people to come back to their house with older adults
- they offer you drugs and alcohol and a place to chill out
- they may even buy you presents like clothes, a mobile phone, even give you money to buy things like cigarettes
- when they have gained your trust and affection they may change how they act around you
- they will ask for sex or sexual touching for themselves or other people, in return for alcohol, drugs, presents, money; all the things they gave you for free a while ago
- they stop being nice and become threatening and violent

WHAT CAN I DO?

YOU ARE NOT TO BLAME IF THIS IS HAPPENING TO YOU.

The adults who have taken advantage of you are responsible and they are the people who have done something wrong.
They might have told you it is your fault and you will get into trouble but that is just a lie to frighten you.
If you are worried about yourself or another young person you should talk to an adult straight away.
In Northamptonshire we have a special team called RISE who are there to help you.
All the adults in Northamptonshire who work for schools, health, education and youth groups have received information on child sexual exploitation so they can make sure you get the help you need.

So take that first step and tell an adult

WE HAVE PROVIDED YOU WITH LOTS OF WEBSITES AND WAYS TO GET HELP BELOW THAT YOU MAY FIND USEFUL.

RESOURCES FOR YOUNG PEOPLE

Childline
http://www.childline.org.uk/Play/GetInvolved/Pages/sexting-zipit-app.aspx
This app provides witty come backs for young people to use when they are being pressured to take pics or flirting becomes sexting. Helps young people save face and gives them confidence to deal with potential perpetrators.

Face up to it
www.faceup2it.org
This is an interactive web site aimed at 13+. It has boy stories and girl stories that allow the young person to make choices and see outcomes. There is also a mock up chat room which shows how you cannot always believe who you are talking to is who they say they are.

'Wud U?' Barnardo's free app for young people.
The app is available to download from the Windows store, the Windows phone store, the Apple store and Google Play. Interactive app that has 3 x boys and 3 x girls stories that help young people understand grooming and CSE.

Barnardo's
Sexual Exploitation: Sex, Secrets and Lies '
Sexual Exploitation - Sex, Secrets & Lies', This guide examines the risks young people face and explore ways of keeping safe. The colourful, easy to read booklet is illustrated and has been designed to be used by young people as well as family members and carers who are concerned about the safety of young people. **FREE** to download from www.barnardos.org.uk along with lots of other good resources.

CEOP – Child Exploitation Online Protection. (Parents/professionals & Young people.)
http://ceop.police.uk/

Thinkuknow
www.ThinkUKnow.co.uk
Web site with pages for young people in different age groups as well as parents and professionals. There are some fantastic DVD clips for young people that show the dangers of social media, give an understanding of grooming and what is CSE as well as tips to keep safe. There is a place to ask questions and lots of info for parents & young people on how to protect yourself when using smart phones and social media.

Jigsaw – assembly for 8 – 10 yr olds. Helps young people understand what is personal information and how putting it online can make you vulnerable.
https://www.thinkuknow.co.uk/parents/Primary/Conversation-Starters/Go-to-the-movies/jigsaw/

It's Not Okay
A website developed by Project Phoenix, a group of agencies who want to help children and young people who could be hurt by CSE.
www.itsnotokay.co.uk

Please feel free to access other chapters in the toolkit. The following chapters we think would be of most use to you:

- Chapter One: what is CSE and what you need to know
- Chapter Two: CSE and the local response

CSE LEAFLETS AND FURTHER RESOURCES

A number of leaflets have been produced to support the Tackling CSE Toolkit they include:

- leaflet for parents
- leaflet for professionals
- leaflet for young people

To download these leaflets for free please access the two following websites:

http://www.northamptonshirescb.org.uk/

http://www.asknormen.co.uk

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APPENDICES

1. Primary School CSE policy
2. Secondary School CSE policy

APPENDIX 1: PRIMARY SCHOOL POLICY ON AWARENESS AND PREVENTION OF CHILD SEXUAL EXPLOITATION

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The Government deplores the sexual exploitation of children, and will not tolerate failure at any level to prevent harm, support victims and bring offenders to justice.

* *Tackling Child Sexual Exploitation, March 2015, page 3.*

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

* *Keeping Children Safe in Education 2014, statutory guidance, page 10.*

Although the majority of children at risk of Child Sexual Exploitation (CSE), are children and young people who attend secondary school, primary school aged children can also be at risk, or can be vulnerable to early grooming prior to entering secondary school. For this reason it is key that Early Years and Primary School staff have a clear understanding of the definition of CSE and the risk indicators, as well as the procedures which are to be followed by all partners in Northamptonshire. As well, staff must ensure that curriculum based learning has embedded within it a range of opportunities to enhance self-awareness, self-esteem and resilience in children so they are less likely to become involved in situations of CSE later on.

There can be a significant age gap between the child and the perpetrator, though this is not always the case. Incidents of Child Sexual Exploitation involving peers is rising statistically. All children are at risk though for children 11 years old and under, it is children in upper Key Stage Two who can be the most vulnerable given their age, access to the internet, and increased levels of independence in terms of walking to and from school and socialising with peers beyond the hours of the school day.

Child Sexual Exploitation is a form of child abuse. This policy must be read in conjunction with *Name of school's* Safeguarding/Child Protection policy. Any concerns about a child must be responded to urgently following the procedures outlined in the safeguarding policy.

In keeping with statutory guidance, no child under 13 years can be assessed as low risk if behaviours indicate involvement in CSE.

ANYONE CAN MAKE A REFERRAL INTO THE MASH

IF A CHILD IS AT RISK OF SIGNIFICANT HARM, PLEASE CONTACT THE MASH 03001261000 OR THE POLICE 101 OR 999 IMMEDIATELY.

SCHOOL POLICY

Name of school will promote the right children have to feel safe, development of healthy friendships and relationships, and an awareness of how children can get help swiftly when interactions begin to feel unsafe. This will be achieved through a range of means, including and not limited to our whole school ethos, safeguarding policies (including behaviour and e-Safety), and the school's anti-bullying agenda. *Name of school* will communicate with the whole-school community, ensuring all staff, volunteers and visitors are aware of how pupils are encouraged to keep themselves feeling safe. School will work in partnership with parents, carers and families to support with online safety at home and children feeling safe in the community, and while socialising with peers.

Pupils from Early Years, through Key Stages One and Two will be offered curriculum based activities and lessons to support them in awareness of what safe social interactions feel like and how they need to be tuned into their feelings so they can gauge when then may be in a risky situation. Lessons will focus on promoting healthy interactions, positive relationships and independent self-care skills for children, and will enable teachers to alert children to the dangers of grooming and CSE in a way that respects their right to feel safe and that is appropriate for their age/stage of development. Topics explored will include, and not be limited to, touch which feels safe/unsafe, feeling safe, stranger awareness, recognising and assessing risk, and knowing how and where to get help. Practitioners will be encouraged to use correct anatomical language for naming body parts. Teaching will be enabled through a range of resources appropriate for children in EY through to Key Stage 2. A list of potentially useful resources can be accessed at the end of this document.

E-Safety will be taught throughout the school and children will have strategies for how to respond when they feel unsafe online. The school will engage with outside support which may include visits from representatives from relevant charities (NSPCC, Barnardo's), and the Local Authority e-Safety officer for schools.

Senior management and governors in the school are fully committed to dealing with the issue of Child Sexual Exploitation, and will co-operate extensively and effectively with outside agencies including the police, health and social care to enable potential situations of Child Sexual Exploitation to be identified rapidly and ensure a swift response follows. The response will be in line with Northamptonshire Safeguarding Children Board (NSCB) procedures, and clearly defined interventions can be put in place without delay. Interventions will include a robust multi-agency approach, based on an infrastructure of support around the child and family. Support will be offered to the child's school peers and their families, where appropriate.

Northamptonshire Safeguarding Children Board has an online toolkit which can support professionals and practitioners who feel concerned about a child. All partners, including schools, are expected to be familiar with the toolkit and to use it whenever a child is considered at risk of CSE. The results of the completed toolkit are to be submitted with a referral into the MASH should the concerns meet threshold for Level 4. The online toolkit can be accessed in Chapter Two of the Northamptonshire CSE Prevention Toolkit.

Concerns with evidence which indicate possible CSE in children under 13 years old, must result in an immediate referral into the MASH.

The agreed NSCB procedures for responding to concerns around Child Sexual Exploitation can be found at:

http://northamptonshirescb.proceduresonline.com/chapters/p_sg_cyp_sex_exploitation.html

GOVERNING BODY

The Governors will monitor to ensure that preventative work is embedded in curriculum and in the school's ethos, and is done in an appropriate and supportive way. The governing body will expect the following from all school staff:

- Appoint a lead governor for CSE. This can be the same person as the school's governor for Child Protection or Children in Local Authority Care.
- Ensure the Head has identified a named Designated Person on staff as Lead for CSE. This can be the Designated Safeguarding Lead.
- To attend training and ensure up to date training is provided for all staff, which includes understanding the risks and indicators of Child Sexual Exploitation and what to do if they think a child is at risk of CSE.
- Must read and understand the Safeguarding and Child Protection policy in conjunction with this policy on Child Sexual Exploitation.
- Play an active role in supporting the school in its commitment to promoting the safety and welfare of all pupils.
- Demonstrate through their actions their awareness of risk of Child Sexual Exploitation and their ability to identify potential indicators that a child may be at risk of grooming or experiencing early effects of the grooming process.
- Model behaviour which promotes children's right to feel safe and helps them to behave towards each other in ways that respect each other's right to feel safe.
- To listen to all children, record the Child's Voice accurately and gain consent before sharing the Child's View, where possible.
- Timescales are adhered to and any issues concerning Child Sexual Exploitation are passed onto the Designated Safeguarding Lead immediately, within the hour. If the Lead is off-site, they must be contacted by telephone.

DESIGNATED SAFEGUARDING LEAD

Designated Safeguarding Lead(s) – {{Names here and dates of training – both DSL training and CSE training}}}

Name	Role	Initial DSL training date	Refresher DSL date	CSE Training date

The Designated Safeguarding Lead/s will ensure that all staff are aware of the risk factors, signs and indicators, useful resources and details of local services, and have received training to increase their knowledge and develop confidence. Posters will be displayed and leaflets, raising awareness of local services and resources, will be readily available giving advice and information on child sexual exploitation. The school will work in partnership with the NSCB and other multi-agency partners to protect the children and young people within the setting.

The Designated Safeguarding Lead/s are responsible for ensuring that the Voice of the Child is enabled where risk of Child Sexual Exploitation is identified, and that this is done in a safe and sensitive way documenting in the child's own words what is happening for them. The child can choose who supports the documenting of the Child's Voice, though the Designated Safeguarding Lead needs to make sure this happens and oversee the work/documentation, and check the child feels satisfied that the written transcript is accurate.

Designated Safeguarding Leads need to be aware that some of the lessons learned which have emerged from CSE around the country include a lack of information sharing. As with any safeguarding issue, the school's Designated Safeguarding Leads will be mindful of information sharing protocols and also their duty to safeguard children and young people when working with possible cases of CSE.

PROCEDURES TO FOLLOW: WHAT TO DO IF A CHILD IS IDENTIFIED AS AT-RISK OF CHILD SEXUAL EXPLOITATION

1. The School's Designated Safeguarding Lead will complete the online toolkit which is referred to in the section above.
2. The DSL will also contact the MASH.
3. If a child discloses and there is evidence to suggest that a crime has been, or may have been committed against the child, contact the police and report the crime, noting the incident number.
4. Send in a referral to MASH, following the procedures in the Thresholds and Pathways document. Attach the completed CSE assessment as supporting evidence to the referral form itself and submit them electronically.

Upon a concern about CSE being raised in relation to a child or young person by a staff member in school or a member of the public, DSLs will need to complete the following actions as soon as possible and within 2 hours :

- speak with the child/young person if appropriate
- complete the online CSE assessment
- contact the MASH and, if needed, Northants police
- submit a referral into MASH with the completed assessment attached

If a child or young person goes missing at any point during this process, the MASH and the Police must be contacted immediately and the Missing protocols must be followed which can be found at:

http://northamptonshirescb.proceduresonline.com/pdfs/missing_fr_home_or_care_pr.pdf

SCHOOL STAFF

Staff at *Name of school* will access training as determined by the Senior Leaders of the school. Staff will uphold their duty of care, ensuring they are vigilant at all times, and mindful of the early indicators that a child might be involved with socialising with people who are older, or even the same age, and might be at risk of being Sexually Exploited. Teaching staff will endeavour to create a safe learning environment, where pupils feel safe and confident to fully participate in lessons and discussions. A safe environment will be created by:

- Agree ground rules with young people, including confidentiality. Confidentiality should be maintained in line with the school policy and the safeguarding policy.
- Model behaviour and being aware of values and attitudes, preconceptions and feelings. Staff will be prepared to challenge any inappropriate language and attitudes including stereotyping and will recognise diversity and gender within the teaching group. .
- Building trusting relationships which will set the tone for lessons and helps to reinforce positive relationships.
- Ensuring each child in their class can identify at least 3 and preferably 4 adults in school that they could approach to talk with and perhaps ask for help if they felt unsafe. Children may or may not name the adults in their class, though it is important there are adults within school they identify for themselves who they can go to.

E-SAFETY

All children and young people are at risk of online sexual exploitation. We will ensure that our e-safety procedures are robust and that pupils are taught online safety skills so they know:

- online risks
- how to recognise unsafe online contact
- to be confident to report any concerns about themselves or others to staff in school staff.

See also e safety policy

This Policy is agreed by governors:

Date: _____

Signed: _____

To be reviewed: _____

APPENDIX 1 to Primary School CSE Prevention Policy

CHILDREN AT RISK OF SEXUAL EXPLOITATION

The school is aware that pupils with the following vulnerabilities are more at risk of being sexually exploited:

- Children who have been excluded
- Children recorded as Missing Education
- Children with Special Educational Needs
- Children in Care of the Local Authority
- Poverty and deprivation
- Previous sexual, physical and/or emotional abuse
- Familial and community offending patterns
- Prevalence of undiagnosed mental health problems/ Family History of Mental Health Difficulties.
- Family History of Abuse or Neglect
- Family History of Domestic Abuse
- Family History of Substance Misuse
- Breakdown of Family Relationships
- Low Self-Esteem
- Children frequently missing from home

POSSIBLE WARNING SIGNS/RISK INDICATORS

The school is aware that children are groomed in different ways. The following can indicate or signify if children are being groomed or being sexually exploited:

- Being secretive or withdrawn.
- Being hostile or physically aggressive in their relationship with parents/carers and other family members.
- Associating/developing relationship of a sexual nature with a significantly older man or a woman.
- Having money, mobile phones, clothes, jewellery or other items not given by parents/carers.
- Changing physical appearance - new clothes, more make-up.

- Being defensive about where they have been and what they've been doing.
- Having increasing health-related problems.
- Staying out late and/or going missing.
- Returning home after long intervals but appearing to be well cared for.
- Becoming disruptive or using abusive language.
- Getting involved in petty crime.
- Volatile behaviour.
- Having marks or scars on their body which they try to conceal by refusing to undress or uncover parts of their body.
- Having a mobile phone at school, or additional/new mobile phones.
- Expressions of despair (self-harm, overdose, onset of disordered eating, challenging behaviour, aggression, appearing drunk or under the influence of drugs, suicidal tendencies, looking tired or ill, sleeping during the day.)
- Use of the internet that causes concern.
- Isolated from peers and social networks; not mixing with their usual friends.
- Lack of positive relationship with a protective, nurturing adult.
- Exclusion and/or unexplained absences from school or not engaged in education or training.

OTHER SIGNIFICANT RISK INDICATORS

- Periods of going missing overnight or longer.
- Older 'boyfriend/girlfriend' or relationship with a controlling adult.
- Physical or emotional abuse by that 'boyfriend/girlfriend' or controlling adult.
- Entering and/or leaving vehicles driven by unknown adults.
- Unexplained amounts of money, expensive clothing or other items.
- Physical injury without plausible explanation.

If any concerns are raised, please access the online CSE assessment which can be found.

In keeping with statutory guidance, no child under 13 years can be assessed as low risk if behaviours indicate involvement in CSE.

APPENDIX TWO: Secondary School Policy on Awareness and Prevention of Child Sexual Exploitation

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SECONDARY SCHOOL POLICY ON AWARENESS AND PREVENTION OF CHILD SEXUAL EXPLOITATION

Child Sexual Exploitation

The Government deplores the sexual exploitation of children, and will not tolerate failure at any level to prevent harm, support victims and bring offenders to justice.

* *Tackling Child Sexual Exploitation, March 2015, page 3.*

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

* *Keeping Children Safe in Education 2014, statutory guidance, page 10.*

There can be a significant age gap between the young person and the perpetrator, though this is not always the case. Any young person is at risk of CSE, regardless of age, race, cultural background. Incidents of Child Sexual Exploitation involving peers is rising statistically.

Child Sexual Exploitation is a form of child abuse. This policy must be read in conjunction with *Name of school's* Safeguarding/Child Protection policy. Any concerns about a child must be responded to urgently following the procedures outlined in the safeguarding policy.

In keeping with statutory guidance, no child under 13 years can be assessed as low risk if behaviours indicate involvement in CSE.

ANYONE CAN MAKE A REFERRAL INTO SOCIAL CARE
IF A CHILD IS AT RISK OF SIGNIFICANT HARM, PLEASE CONTACT THE MASH 03001261000 OR THE POLICE 101 OR 999 IMMEDIATELY.

School Policy

Name of school will promote the right young people have to feel safe, provide curriculum based input on development of healthy friendships and relationships, how to stay safe when using technology including mobile phone applications and social networking, sexual health and self-care, and an awareness of how young people can get help swiftly when interactions begin to feel unsafe. This will be achieved through a range of means, including and not limited to our whole school ethos, safeguarding policies (including behaviour and e-Safety), and the school's anti-bullying agenda. *Name of school* will communicate with the whole-school community, ensuring all staff, volunteers and visitors are aware of how pupils are encouraged to keep themselves feeling safe. School will work in partnership with parents, carers and families to support young people with online safety.

Pupils will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. Young people at our school will be supported in terms of recognising and assessing risk in relation to CSE, and knowing how and where to get help. Useful resources list can be accessed at the end of this document. E-Safety is embedded throughout the school and young people will have strategies for how to respond when they feel unsafe online. The school will engage with outside support which may include visits from representatives from relevant charities (NSPCC, Barnardo's), and the Local Authority e-Safety officer for schools.

Senior management and governors in the school are committed to dealing with the issue of Child Sexual Exploitation, and will co-operate fully with outside agencies including the police, health and social care to enable potential situations of Child Sexual Exploitation to be identified rapidly and a swift response follows, in line with Local Safeguarding Children Board procedures, and clearly defined interventions can be put in place without delay. Interventions will include a robust multi-agency approach, based on an infrastructure of support around the young person and family. Support will be offered to the young person's peer group and their families, where appropriate.

Northamptonshire Safeguarding Children Board has an online assessment which can support professionals and practitioners who feel concerned about a child. The online toolkit can be accessed in Chapter Two of the CSE Prevention Toolkit.

The agreed NSCB procedures for responding to concerns around Child Sexual Exploitation can be found at:

http://northamptonshirescb.proceduresonline.com/chapters/p_sg_cyp_sex_exploitation.html

GOVERNING BODY

The Governors will monitor to ensure that preventative work is embedded in curriculum and in the school's ethos and is done in an appropriate and supportive way. The governing body will expect the following from all school staff:

- Appoint a lead governor for CSE. This can be the same person as the school's governor for Child Protection or Children in Local Authority Care.
- Ensure the school has at least one named person who is Designated Safeguarding Lead for CSE on staff.
- To attend training which includes understanding the risks and indicators of Child Sexual Exploitation and what to do if they think a young person is at risk of CSE.
- Must read and understand the Safeguarding and Child Protection policy in conjunction with this policy on Child Sexual Exploitation.
- Play an active role in supporting the school in its commitment to promoting the safety and welfare of all pupils.
- Demonstrate through their actions their awareness of risk of Child Sexual Exploitation and their ability to identify potential indicators that a young person may be at risk of grooming or experiencing early effects of the grooming process.
- Model behaviour which promotes young people's right to feel safe and helps them to behave towards each other in ways that respect each other's right to feel safe.
- To listen to all young people, record the Child's Voice accurately and gain consent before sharing the Child's View, where possible.
- Timescales are adhered to and any issues concerning Child Sexual Exploitation are passed onto the Designated Safeguarding Lead immediately, within the hour.

DESIGNATED SAFEGUARDING LEAD

Designated Safeguarding Lead(s) – {{Names here and dates of training – both DSL training and CSE training}}}

Name	Role	Initial DSL training date	Refresher DSL date	CSE Training date

The Designated Safeguarding Lead/s will ensure that all staff are aware of the risk factors, signs and indicators, useful resources and details of local services, and have received training to increase their knowledge and develop confidence. Posters will be displayed and leaflets, raising awareness of local services and resources, will be readily available giving advice and information on child sexual exploitation. The school will work in partnership with the

NSCB and other multi-agency partners to protect the young people within the school community.

The Designated Safeguarding Lead/s are responsible for ensuring that the Voice of the Child is enabled where risk of Child Sexual Exploitation is identified, and that this is done in a safe and sensitive way documenting in the young person's own words what is happening for them. The Designated Safeguarding Lead needs to make sure this happens and oversee the work/documentation, and check the young person feels satisfied that the written transcript is accurate.

Designated Safeguarding Leads need to be aware that some of the lessons learned which have emerged from CSE around the country include a lack of information sharing. As with any safeguarding issue, the school's Designated Safeguarding Leads will be mindful of information sharing protocols and also their duty to safeguard children and young people when working with possible cases of CSE. It is suggested in government guidance (Tackling Child Sexual Exploitation 2015) that conversations had with a young person's peers can be helpful and illuminating when professionals have concerns about the young person.

WHAT TO DO IF A YOUNG PERSON IS IDENTIFIED AS AT-RISK OF CHILD SEXUAL EXPLOITATION:

- Complete the online assessment which is referred to in the section above.
- Contact the MASH.
- If a young person discloses and there is evidence to suggest that a crime has been or may have been committed against them, contact the police and report the crime noting the incident number for future reference.
- Send in a referral to social care following the procedures in the Thresholds and Pathways document. Attach the completed CSE Toolkit as supporting evidence to the referral form itself and submit them electronically.

Upon a concern about CSE being raised in relation to a child or young person by a staff member in school or a member of the public, DSLs will need to complete the following actions as soon as possible and within 2 hours :

- speak with the child/young person if appropriate
- complete the online CSE assessment
- contact the MASH and, if needed, Northants police
- submit a referral into social care with the completed toolkit - attached

If a child or young person goes missing at any point during this process, the MASH and the Police must be contacted immediately and the Missing protocols must be followed which can be found at:
http://northamptonshirescb.proceduresonline.com/pdfs/missing_fr_home_or_care_pr.pdf

SCHOOL STAFF

Staff at *Name of school* will access training as determined by the Senior Leaders of the school. Staff will uphold their duty of care, ensuring they are vigilant at all times, and mindful of the early indicators that a young person might be involved with socialising with people who are older, or even the same age, and might be at risk of being Sexually Exploited. Teaching staff will endeavour to create a safe learning environment, where pupils feel safe and confident to fully participate in lessons and discussions. A safe environment will be created by:

- Agree ground rules with young people, including confidentiality. Confidentiality should be maintained in line with the school policy and the safeguarding policy.
- Model behaviour and being aware of values and attitudes, preconceptions and feelings. Staff will be prepared to challenge any inappropriate language and attitudes including stereotyping and will recognise diversity and gender within the teaching group. .
- Building trusting relationships which will set the tone for lessons and helps to reinforce positive relationships.
- Ensuring each young person in their class can identify at least 3 and preferably 4 adults in school that they could approach to talk with and perhaps ask for help if they felt unsafe.
- The listening culture in school must be actively promoted by all individuals on staff to clearly communicate to young people that they can talk with someone at school if feeling unsafe.

E-SAFETY

All young people are at risk of online grooming which could result in sexual exploitation. We will ensure that our e-safety procedures are robust and that pupils are taught online safety skills so they know:

- online risks
- how to recognise unsafe online contact
- to be confident to report any concerns about themselves or others to staff in school staff.

See also e safety policy

Policy Review

This Policy is agreed by governors:

Date: _____

Signed: _____

To be reviewed: _____

APPENDIX 1

Young People at risk of sexual exploitation – Indicators* can include:

****Not an exhaustive list**

The school is aware that pupils with the following vulnerabilities are more at risk of being sexually exploited:

- Children and young people who have been excluded
- Children and young people recorded as Missing Education
- Children and young people with Special Educational Needs
- Children and young people in Care of the Local Authority
- Poverty and deprivation
- Previous sexual, physical and/or emotional abuse
- Familial and community offending patterns
- Prevalence of undiagnosed mental health problems/ Family History of Mental Health Difficulties.
- Family History of Abuse or Neglect
- Family History of Domestic Abuse
- Family History of Substance Misuse
- Breakdown of Family Relationships
- Low Self-Esteem
- Children frequently missing from home

Possible Warning Signs/Risk Indicators

The school is aware that children are groomed in different ways. The following can indicate or signify if children are being groomed or being sexually exploited:

- Being secretive or withdrawn.
- Being hostile or physically aggressive in their relationship with parents/carers and other family members.
- Associating/developing relationship of a sexual nature with a significantly older man or a woman.
- Having money, mobile phones, clothes, jewellery or other items not given by parents/carers.
- Changing physical appearance - new clothes, more make-up.
- Being defensive about where they have been and what they've been doing.

- Having increasing health-related problems.
- Staying out late and/or going missing.
- Returning home after long intervals but appearing to be well cared for.
- Becoming disruptive or using abusive language.
- Getting involved in petty crime.
- Volatile behaviour.
- Having marks or scars on their body which they try to conceal by refusing to undress or uncover parts of their body.
- Having a mobile phone at school, or additional/new mobile phones.
- Expressions of despair (self-harm, overdose, onset of disordered eating, challenging behaviour, aggression, appearing drunk or under the influence of drugs, suicidal tendencies, looking tired or ill, sleeping during the day.)
- Use of the internet that causes concern.
- Isolated from peers and social networks; not mixing with their usual friends.
- Lack of positive relationship with a protective, nurturing adult.
- Exclusion and/or unexplained absences from school or not engaged in education or training.

Other Significant risk indicators

- Periods of going missing overnight or longer.
- Older 'boyfriend/girlfriend' or relationship with a controlling adult.
- Physical or emotional abuse by that 'boyfriend/girlfriend' or controlling adult.
- Entering and/or leaving vehicles driven by unknown adults.
- Unexplained amounts of money, expensive clothing or other items.
- Physical injury without plausible explanation.

****In keeping with statutory guidance, no child under 13 years can be assessed as low risk if behaviours indicate involvement in CSE.**

ANYONE CAN MAKE A REFERRAL INTO SOCIAL CARE;
IF A CHILD IS AT RISK OF SIGNIFICANT HARM, PLEASE CONTACT THE MASH 03001261000 OR THE POLICE 101 OR 999 IMMEDIATELY.

Produced by the Integrated Business office, NSCB.

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