



## **Sidestrand Hall School**

Child Sexual Exploitation Policy and Procedures

# **Child Sexual Exploitation Policy**

Child Sexual Exploitation (CSE) is a form of child abuse. This policy must be read in conjunction with Sidestrand Hall School Safeguarding including Child Protection policy. Any concerns about a child must be responded to urgently following the procedures outlined in the safeguarding policy.

## **Philosophy**

Sidestrand Hall 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. Sidestrand Hall School will communicate with the whole-school community, ensuring all staff 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.

## **Aim**

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 agencies.

## **Strategies**

The Senior Leadership Team, school staff and Governors in the school are committed to dealing with the issue of CSE, and will co-operate fully with outside agencies including the police, health and social care to enable potential situations of CSE to be identified rapidly and a swift response follows, in line with Norfolk 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 young person and family. Support will be offered to the young person's peer group and their families, where appropriate

## **Definition of Child Sexual Exploitation**

The sexual exploitation of children and young people under-18 is defined as that which: 'involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.

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

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

### **Who is at risk**

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

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

### **Warning signs and vulnerability checklist**

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

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

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

- Missing from home or care
- Physical injuries
- Drug or alcohol misuse
- Involvement in offending
- Repeat sexually-transmitted infections, pregnancy and terminations
- Absent from school
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites
- Estranged from their family
- Receipt of gifts from unknown sources
- Recruiting others into exploitative situations
- Poor mental health

- Self-harm
- Thoughts of or attempts at suicide

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

## Consent

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

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

- a child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching;
- sexual activity with a child under 16 is also an offence;
- it is an offence for a person to have a sexual relationship with a 16 or 17 year old if they hold a position of trust or authority in relation to them;
- where sexual activity with a 16 or 17 year old does not result in an offence being committed, it may still result in harm, or the likelihood of harm being suffered;
- non consensual sex is rape whatever the age of the victim; and
- if the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed.

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

## Roles and Responsibilities

The Designated Safeguarding Lead should ensure that all school staff are made aware of CSE and the Indicators of concern in order to identify and respond to concerns at an early stage. In addition to providing this written guidance to staff, training materials regarding CSE are included in the Norfolk County Council whole school safeguarding training package delivered to the whole school staffing team.

## Designated Safeguarding Leads

Designated Safeguarding Leads CSE Training date

Name	Role	DSL training date	Refresher DSL date	CSE Training date	CEOP Training
Mark Fincham	Head of Care/ Designated Safeguarding Lead	20/10/2015	10/2017	07/11/2014	25/03/2015
Sarah Young	Headteacher/ Alternate Designated Safeguarding Lead	03/11/2015	11/2017		24/09/2013
Joanna Rand	Duty Headteacher/ Alternate Designated Safeguarding Lead	03/11/2015	11/2017		
	Assistant Headteacher/				

Danielle Winteringham	Alternate Designated Safeguarding Lead	20/10/2015	10/2017	07/11/2014	03/02/2016
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The Designated Safeguarding Lead 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.

Children who are looked after by the Local Authority can be more vulnerable to exploitation. Due to this Designated Safeguarding Leads and Designated Teacher for Looked after Children will liaise and support Foster Carers of pupils on school role with regard to child sexual exploitation.

### **School Staff**

Staff at Sidestrand Hall 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.

### **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:

- Appointment of a lead governor for CSE. This will be the same person as the school's governor for Child Protection.
- Ensure the school has at least one named person who is Designated Safeguarding Lead for CSE on site throughout the school day.
- 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 including Child Protection Policy and eSafety and Data Security 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 CSE 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.

## **Prevention**

School plays an important role in helping children and young people gain an understanding of acceptable and unacceptable relationships and sexual behaviour and to gain a sense of self-worth and respect for others. The PSHE curriculum, including Sex and Relationship Education (SRE), provides a vehicle for this important learning which can help prevent children and young people becoming involved in sexual exploitation.

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

## **e-Safety/Social Media**

The use of media and technology is now a common feature of the social activity of most young people. Smart-phones, laptops and tablets can all be used to exchange information verbally, by text, e mail and the sending of images most commonly through mechanisms such as Facebook, Snapchat etc. The use of electronic media presents considerable opportunities to abusers and provides powerful tools with which to groom and control victims. 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 eSafety and Data Security Policy)

Grooming is defined as developing the trust of a young person or his or her family in order to engage in illegal sexual conduct. It may include:

- Causing a child to watch a sexual act, e.g. sending sexually themed adult content or images and videos featuring child sexual abuse to a young person;
- Inciting a child to perform a sexual act, e.g. by threatening to show sexual images of a child to their peers or parents (e.g. self-produced material or even a pseudo-image of the child);
- Suspicious online contact with a child, e.g. asking a young user sexual questions;
- Asking a child to meet in person; befriending a child and gaining their trust, etc;
- Other grooming: the range in behaviours that fall into this category are widely variable but reflect the range of strategies often employed by adults to prepare a child for abuse, e.g. using schools or hobby sites such as the Scouts or Girl Guides to gather information about particular children, their location and future events where the child may be present; presenting as a minor online to deceive a child, etc.

It is also known that abusers and exploiters will sometimes pose as teenagers to obtain sexually explicit images via web cams or making arrangements to meet the victim. Often these individuals live some considerable distance from the victim and initially make contact through legitimate sites used by young people.

Facebook is increasingly the media of communication between victim and abuser, both of which can present significant access difficulties to investigating authorities seeking evidential material. However, telephone and internet communication can provide excellent evidence against abusers and can assist in identifying perpetrators and unknown victims and in identifying networks. It is vital that those having care of children at risk of CSE gather as much information as possible re mobile numbers, text communications and Facebook contacts and forward it to police to assist the police in collating this evidence.

### **Looked After Children**

Children who are looked after by the Local Authority can be more vulnerable to exploitation. They are subject to the same Child Protection Procedures as those who live with their own families. However their needs may be different and for this reason their Independent Reviewing Officer must be kept informed of any concerns relating to child sexual exploitation or any other form of suspected abuse. The child's placing authority is to be informed via the allocated case responsible Social Worker.

(See Looked After Children Policy)

### **Records**

Any information recorded will be kept in a separate named file, in a secure cabinet and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential. Child protection information will only be kept in the file and this file will be kept up to date.

(See Safeguarding including Child Protection Policy)

## **Monitoring**

To ensure consistent quality and continuity, all records relating to safeguarding including child protection are monitored during the National Minimum Standards for Residential Special Schools Standard 13 monitoring by the Head of Child Care and Headteacher. The Designated Safeguarding Lead and Designated Governor for Safeguarding and CSE meet to discuss trends, workload and oversight on a term basis with the Governing Body receiving a written report twice annually.

## **Associated Documents**

- Safeguarding including Child Protection Policy
- eSafety and Data Security Policy
- Behaviour Policy
- Child Missing Policy and Procedures
- Police Involvement Policy
- Looked After Children Policy

## **Associated Guidance and Legislation**

- Keeping Children Safe in Education (DfE-00140-2016)
- Keeping Children Safe in Education. For school and college staff Part 1 (DFE-00215-2016)
- Statutory Guidance on Children Who Run Away or Go Missing From Home Or Care (DFE-00009-2014)
- Residential Special School National Minimum Standards (DFE-00119-2015)
- Safeguarding Children & Young People from Sexual Exploitation, (DCSF2009)
- Children from Abroad (including Migrant Children and Unaccompanied Asylum Seeking Children) Procedure; (NSCB)
- Forced Marriages Procedure; (NCSB)
- Domestic Violence and Abuse Procedure (NSCB)
- Child Abuse and Information Communication Technology (NSCB)
- Information Sharing and Confidentiality Procedure (NSCB)
- Sex and Relationships Education (SRE) For The 21st Century (Supplementary advice to the Sex and Relationship Education Guidance DfEE 0116/2000)
- Sex and Relationship Education Guidance (DfEE 0116/2000)
- Puppet on a String: The urgent need to cut children free from sexual exploitation (Barnardo's 2012)
- What to do if you suspect a child is being sexually exploited (DFE-57517-2012)

## **Appendices**

Appendix 1 CSE Procedures

Appendix 2 CSE Risk Levels Guidance

Appendix 3 CSE Flowchart

## Child Sexual Exploitation Procedures

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

#### School Staff

- Speak to the Designated Safeguarding Lead about concern
- Complete and forward to the Designated Safeguarding Lead concern form/eSafety Concern Form (as appropriate) without delay.

#### Designated Safeguarding Lead

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 without delay:

- Speak to the child/young person if appropriate
- Contact the Multi Agency Safeguarding Hub (MASH), it is important that you are clear that you believe the child/young person is at risk of or is a victim of sexual exploitation.
- Discuss concern with a member of the Multi Agency Sexual Exploitation (MASE) Team within the MASH.
- Send NSCB1 referral form to MASH

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 Child Missing protocols must be followed.

(See Child Missing Policy and Procedures)

#### Contact details

MASH Contact Number: 01603 762445

MASH Email: [mash@norfolk.gcnx.gov.uk](mailto:mash@norfolk.gcnx.gov.uk)

MASE Contact Number: 01603 276044

MASE Email: [mash.mase@norfolk.pnn.police.co.uk](mailto:mash.mase@norfolk.pnn.police.co.uk)

#### Next stages

- Where children and young people are considered to be at risk of CSE the MASE team will always complete an initial screening tool.
- If a child is considered to be a medium or high risk, a social work assessment must be carried out by an allocated worker. In cases where the child is not currently open to a social worker there will be a necessity to refer.
- The MASE team will generate the initial risk assessment which must be completed alongside the social work assessment by the social worker. This must include consultation

and information from all relevant professionals.

## **CSE risk levels guidance**

### **Non CSE**

Threshold Level 1

No evidence of Child Sexual Exploitation.

### **Standard**

Threshold Level 1/Level 2

At this stage there is no evidence to suggest that the child is exposed to Child Sexual Exploitation, however there are concerns that a child or young person may be at potential risk of Child Sexual Exploitation in the future due to the presence of identified vulnerability factors or warning signs.

### **Medium**

Threshold Level 3

There is evidence to suggest that a child or young person may be targeted for opportunistic abuse through exchange of sex for drugs or alcohol perceived affection, sense of belonging, accommodation, money and goods etc.

### **High**

Threshold Level 4

There is evidence that a child or young person is currently exposed to Childhood Sexual Exploitation and the risk to the child's safety is significant.

## **CSE – Risk indicators**

### **Standard level indicators**

- Regularly coming home late or going missing
- Overtly sexualised dress, sexualised risk taking (including on the internet)
- Meeting people met through BBM/other messenger services/social networking sites
- Unaccounted for money or goods
- Associating with unknown adults
- Associating with other sexually exploited children
- Attending the same place of education as other children who are being sexually exploited
- Gang Association
- Reduced contact with family/friends/other support networks
- Spending excessive periods of time online/ using mobile phone and being defensive/secretive about usage
- Making/receiving explicit videos/Sexting
- Being picked up/dropped off by cars of unknown adults
- Sexually transmitted infections
- Experimenting with drugs and alcohol
- Poor self-image, mood swings, eating disorders or self-harm, suicidal ideation, emerging psychosis
- Self-neglect

- Physical Injuries
- Offending behaviour
- Non-school attendance

### **Medium level indicators**

- Getting into cars with unknown adults or associating with known CSE adults
- Being groomed on the internet
- Clipping (offering to have sex for money/other payment and then running before sex takes place)
- Receiving rewards of money or goods for recruiting peers into CSE
- Disclosure of physical sexual assault and then refusing to make/withdrawing complaint
- Reports of being involved in CSE though being seen in 'hotspots' (e.g. in certain flats/houses/cars or in the company of known CSE adults)
- Having a much older boyfriend/girlfriend
- Missing school or excluded from school due to behaviour
- Unaccounted for money or goods including mobile phones, drugs and alcohol
- Multiple sexually transmitted infections
- Self-harming

### **High level indicators**

- Child under 13 engaging in penetrative sex with another young person over 15 years old
- Pattern of street homelessness and staying with an adult believed to be sexually exploiting them
- Child under 16 meeting different adults and engaging in sexual activity
- Removed from known 'red-light' district by professionals due to suspected CSE
- Being taken to clubs and/or hotels by adults and engaging in sexual activity
- Disclosure of serious sexual assault and then withdrawal of statement
- Abduction and/or forced imprisonment
- Disappearing from 'the system' with no contact or support
- Being bought
- Chronic drug/alcohol use
- Indicators of CSE alongside self-harming

Date of Policy:

Policy Review Date:

Signed: ..... (Head Teacher)

Date: .....

Signed: ..... (Chair of Governors)

Date: .....

