


Child Sexual Exploitation Policy



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Signed Chair of Governors	Angela M Wighton
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Child Sexual Exploitation Policy

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1. Introduction

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

2. Philosophy

2.1 Sidestrand Hall School will promote the right children 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 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, Anti-Bullying, e-Safety and Data Security, Peer on Peer Abuse), 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 children with online safety.

3. Aims

3.1 Pupils will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. Children 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. Online safety is embedded 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 agencies.

4. Strategies

4.1 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, youth offending, 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 Partnership (NSCP) 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 peer group and their families, where appropriate.

5. Definition of Child Sexual Exploitation (CSE)

5.1 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.

5.2 CSE can occur through the use of technology without the child's immediate recognition; for example, being persuaded to send nudes or semi-nudes (sexual images) on social media or via mobile phones without immediate payment or gain. In all cases, those exploiting the child 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's limited availability of choice resulting from their social/economic and/or emotional vulnerability'.

5.3 CSE 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.

6. Who is at risk

6.1 CSE can happen to any child 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. Different forms of harm often overlap, and perpetrators may subject children to multiple forms of abuse, such as Child Criminal Exploitation (CCE) including county lines and CSE.

6.2 Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation. Where this is the case, it is important that the child perpetrator is also recognised as a victim.

6.3 Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources. 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 children. In all its forms, CSE is child abuse and should be treated as a child protection issue.

6.4 In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

6.5 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 children who are sexually exploited
- Learning disabilities
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families
- Friends with children 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

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

- Go missing for periods of time or regularly come home late.
- Physical injuries
- Misuse drugs or alcohol
- Involvement in offending
- Regularly miss school or education or do not take part in education.
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites
- Estranged from their family
- Appear with unexplained gifts, money or new possessions.
- Recruiting others into exploitative situations
- Poor mental health
- Self-harm
- Thoughts of or attempts at suicide

6.7 Some additional specific indicators that may be present in CSE are children who:

- Have older boyfriends or girlfriends.
- Suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

6.8 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 (DSL) is informed. For decision on referral if appropriate to Children's Services.

6.9 Children who have been exploited will need additional support to help maintain them in education.

6.10 CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

7. Consent

7.1 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.

7.2 In assessing whether a child 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.
- 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.

7.3 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.

8. Roles and Responsibilities

8.1 Designated Safeguarding Leads

Name	Role
Mark Fincham	Head of Care/ Designated Safeguarding Lead
Sarah Young	Head Teacher/Deputy Designated Safeguarding Lead
Shelley Taylor	Deputy Head Teacher/Deputy Designated Safeguarding Lead
Amanda Barley	Assistant Head Teacher/Deputy Designated Safeguarding Lead

8.2 The Designated Safeguarding Lead (DSL) 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 regarding CSE is included in The Key Safeguarding Training Centre delivered to the whole school staffing team.

8.3 The DSL will ensure that all staff are aware of the risk factors, signs and indicators, through receiving training to increase their knowledge and develop confidence. The school will work in partnership with the NSCP and other multi-agency partners to protect the children within the school community.

8.4 The DSL (or Deputy DSL) are responsible for ensuring that the Voice of the Child is enabled where risk of CSE 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 DSL (or Deputy DSL) needs to make sure this happens and oversee the work/documentation, and check the child feels satisfied that the written transcript is accurate.

8.5 DSL (or Deputy DSL) 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 DSL (or Deputy DSL) will be mindful of information sharing protocols and also their duty to safeguard children when working with possible cases of CSE. It is suggested in government guidance (Tackling Child Sexual Exploitation 2021) that conversations had with a child's peers can be helpful and illuminating when professionals have concerns about the child.

8.6 Looked after Children (LAC) in the care of 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 (IRO) must be kept informed of any concerns relating to CSE or any other form of suspected abuse. The child's placing authority is to be informed via the allocated case responsible Social Worker. The DSL (or Deputy DSL) and Designated Teacher for Looked after Children (DT-LAC) will liaise and support Foster Carers/Children's Home staff of children on school roll with regard to CSE.

8.7 School Staff

Staff at Sidestrand Hall School will access training as determined by the Senior Leaders Team (SLT) 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 children feel safe and confident to fully participate in lessons and discussions. A safe environment will be created by:

- Agreed ground rules with children, 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.
- The listening culture in school must be actively promoted by all individual members of school staff. To clearly communicate to children that they can talk with someone at school if feeling unsafe.

8.8 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 or contactable at all times throughout the school day.
- To attend training which includes understanding the risks and indicators of CSE and what to do if they think a child is at risk of CSE.
- Must read and understand the Safeguarding Policy, Peer on Peer Abuse, Behaviour Policy and the 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 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 CSE are passed onto the DSL immediately.

9. Prevention

9.1 School plays an important role in helping children 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 Relationship and Sex Education (RSE), provides a vehicle for this important learning which can help prevent children becoming involved in sexual exploitation.

9.2 By enabling children to explore what makes a safe and healthy relationship, school 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.

10. Online Safety/Social Media

10.1 The use of media and technology is now a common feature of the social activity of most children. Smart-phones, laptops and tablets can all be used to exchange information verbally, by text, email and the sending of images most commonly through social media sites such as Facebook, Instagram, YouTube, TikTok, Snapchat etc. The use of electronic media presents considerable opportunities to abusers and provides powerful tools with which to groom and control victims. All children are at risk of online grooming which could result in sexual exploitation. We will ensure that our online procedures are robust and that children 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.

10.2 Grooming is defined as developing the trust of a child 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 child.
- 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.

10.3 It is also known that abusers and exploiters will sometimes pose as teenagers to obtain nudes or semi-nudes (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 children.

10.4 Facebook, Instagram, TikTok and other social media platforms/apps are typically 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 such as mobile numbers, text communications and social media contacts and forward it to Police to assist the Police in collating this evidence.

11. Records

11.1 Any information recorded will be kept securely in a separate named file, in a secure cabinet and not with the child's academic file or electronically on CPOMS not ScholarPack (Management Information System). These records 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.

11.2 Child protection records will include information on concerns detailing a clear and comprehensive summary of concern, details of how the concern was followed up and resolved, action taken, decisions reached and outcomes.

11.3 When a child leaves Sidestrand Hall School, the DSL will make contact with the DSL at the new school/college and will ensure that the child protection file is forwarded to the receiving school/college in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. If the receiving school uses CPOMS electronic records will be made available through the system. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to the Home Educators Team within Norfolk County Council.

11.4 Information sharing is vital in identifying and tackling all forms of abuse. As part of meeting a child's needs, it is important that the school governing body recognises the importance of information sharing between practitioners and local agencies. This should include ensuring arrangements are in place that set out clearly the processes and principles for sharing information within the school and with the three safeguarding partners, other organisations, agencies and practitioners as required. School staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the Local Authority Children's Services social care.

12. Associated Policies

- Safeguarding
- Peer on Peer Abuse
- eSafety and Data Security
- Behaviour
- Child Missing (From Care or Home)
- Child Missing Education
- Self-Harm
- Police Involvement Policy
- eSafety and Data Security
- Looked After Children Policy
- Relationship and Sex Education

13. STATUTORY FRAMEWORK

14.1 This policy has been devised in accordance with the following legislation, guidance and advice:

- Keeping Children Safe in Education (DfE 2021)
- Working Together to Safeguard Children (DfE 2018)
- Children Who Run Away or Go Missing from Home Or Care (DfE 2014)
- Residential Special School National Minimum Standards (DfE 2015)
- Child Sexual Exploitation: definition and guide for practitioners (DfE 2017)
- Tackling Child Sexual Exploitation (HM Government 2021)
- Sexual violence and sexual harassment between children in schools and colleges (DfE 2021)
- Norfolk Safeguarding Children Partnership protocols
- Relationships Education, Relationships (RSE) and Sex Education and Health Education (DfE 2020)
- Teaching Online Safety in School (DfE 2019)
- CEOP Education Programme Thinkuknow (National Crime Agency)
- Information sharing: advice for practitioners providing safeguarding services (DfE 2018)

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 CPOMS notification to the Designated Safeguarding Lead without delay.

Designated Safeguarding Lead

Upon a concern about CSE being raised in relation to a child by a staff member in school or a member of the public, the DSL will need to complete the following actions without delay:

- Speak to the child if appropriate
- Contact the Children's Advice and Duty Services (CADS), it is important that you are clear that you believe the child 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 Multi Agency Safeguarding Hub (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

CADS Contact Number:

0344 800 8021 (professionals)

0344 800 8020 (member of the public)

Next stages

- Where children 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

