Child Sexual Exploitation

and PSHE Education

Professionals' Pack

2025

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Introduction

This pack aims to support education providers to deliver quality PSHE education around Child Sexual Exploitation (CSE) through identifying the curriculum links within the PSHE Associations' Spiral Curriculum and the Department for Education's statutory guidance and developing staff's confidence and competence on the subject matter to support them to facilitate PSHE education on this topic within their own setting.

The Department for Education's statutory guidance states that:
- Pupils can also put knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.
- Pupils should know how grooming, coercion and harassment can affect current and future relationships.
- Schools should show flexibility to respond to local public health and community issues to meet the needs of pupils
- Should be addressed sensitively and clearly

Education providers are also well-placed to identify any children or young people who may be at risk of CSE and form part of the multi-agency response so all staff, including those not delivering PSHE education must be aware of the signs and how to report concerns for child exploitation.

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Local Quality Framework

We believe that for PSHE education to be effective it must:

- Be delivered in a safe learning environment based on the principles that prejudice, discrimination and bullying are harmful and unacceptable.

- Have clear learning objectives and outcomes and ensure sessions and programmes are well planned, resourced and appropriately underpinned by solid research and evidence.

- Be relevant, accurate and factual, including using the correct terminology.

- Be positively inclusive in terms of:

  - Age
  - Gender Identity
  - Race
  - Sex
  - Disability
  - Pregnancy and Maternity
  - Religion or Belief
  - Sexual Orientation

- Designed to include the development of knowledge, skills and values to support positive life choices.

- Use positive messaging, that does not cause shame or victim blaming.

- Challenge attitudes and values within society, such as perceived social norms and those portrayed in the media.

- Be reflective of the age and stage of the children and young people and be tailored to the environment and group.

- Utilise active skill-based learning techniques to encourage active participation.

- Ensure that children and young people are aware of their rights, including their right to access confidential advice and support services within the boundaries of safeguarding.

- Be delivered by trained, confident and competent professionals.

- Empower and involve children and young people as participants, advocates and evaluators in the development of PSHE education.

Best Practice
Principles

A safe learning environment enables children and young people to feel comfortable to share their ideas without attracting negative feedback. It avoids possible distress and prevents disclosures in a public setting and enables professionals to manage conversations on sensitive issues confidently.

We have created a guidance document to support professionals to create this safe in their own setting.

No. 01 — **Ground Rules**

Create in collaboration with the group . As the facilitator role model the agreed ground rules.

No. 02 — **Collaborate with DSL**

Let them know when the session is being delivered to ensure the correct support is in place should any disclosures be made.

No. 03 — **Staff Confidence**

Check Staff confidence levels. If anyone is in panic zone it is not safe or appropriate for them or the participants to teach on the topic. This pack should help professionals to move from panic zone to learning or comfort zone

No. 04   **Learning Techniques**

~~Use~~ scenarios and stories to help participants engage with the topic. Refer to the third person rather than you e.g. what could this character do?, or people of about your age....

No. 05 — **Difficult Questions**

Questions are an important part of learning. Sometimes a child or young person will ask a difficult question. As with all questions the first thing is to value the question whilst either allowing time to consider an appropriate answer or to deflect an inappropriate question.
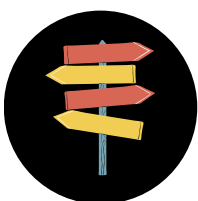
No. 06 — **Signposting**

It is absolutely essential, that included in the lesson, is information about different organisations and people that can provide support both within the organisation and outside of it.

A more detailed version of this page is available on our <u>website</u>.

Do not use scare/fear or guilt tactics

It is a common misconception that if a child or young person is shocked or scared by what they see in images, videos used in sessions, they will avoid the behaviour in the future.

Whilst young people will often say that they like 'hard-hitting' material and that it engages them more effectively, in fact when experienced in a safe setting (in this case a classroom or youth space), shocking images become exciting (in a similar way to watching a horror film or riding a rollercoaster) and this excitement response can block the desired learning. Equally, for anyone who has previously been affected by something similar, it can re-traumatise them or they can block the message as it is too close for comfort, which again prevents the intended learning. It also presents a scenario which is more likely to make young people think 'that won't ever happen to me' than the desired 'that could be me' response.

The adolescent brain is still developing which means that the perception of messaging and how they react to them is different to our experiences as adults. Furthermore, because their brains are still developing, they often live "in the moment;" when an unhealthy situation arises, they'll make decisions based on what they're feeling then and there, instead of making a reasoned, logical decision. The pre-frontal cortex or critical thinking/reasoning part of the brain is the last section to develop.

You can find out more about the teenage brain here.

Young people should be informed of risks in a balance and measured way through an approach that supports them to make informed, healthy, safe decisions and empower them to believe they can act on "good choices.

Top Tips:

- Evidence shows that shock and scare tactics just don't work.
- Check resources (including external agencies) for images or scenes that might be shocking, harrowing or scary for the age group – remember that children and young people will have a much lower threshold for what might worry them.
- Remember the purpose of the session is to educate not entertain. Just because young people might watch scary films in their own time, does not mean using similar films within PSHE Education will promote learning.
- Make sure there is a range of examples, case studies and consequences, most of which do not focus on the most dramatic or extreme outcomes.

Being Trauma-Informed

It is important to be aware of the risks of educative interventions, if not delivered carefully. CSE resources - when used with children and young people who have been abused, in particular - can re-traumatise children and young people or induce vicarious trauma - this is defined as the feelings of trauma experienced by a third party when witnessing or engaging with the harm or trauma of another (Eaton, 2017).

Can I tell you what it feels like is a research paper that explores the harms caused by using explicit films about CSE within PSHE.

Victim Focus published a guidance document After CSE Films: Supporting Children and Families without traumatic imagery.

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Top Tips

- Do not use resources that include graphic images, victim blaming or scene of abuse.
- Ensure that the work is part of a planned, sequential curriculum that builds on prior knowledge
- Work with your pastoral team to understand if there is anyone who could be affected by this scheme of work. Ask the individuals if they want to be included in the class or if they would prefer to do some other work - explain there will be no explanation given to their absence.
- Use resources only within class-sized groups and not within assemblies.
- Ensure that a trigger/content warning is given beforehand
- Ensure there is plenty of time for class-based discussions and signposting and that children/young people do not move onto a different topic/lesson before having time to debrief.
- When exploring themes with the participants do not ask "what could x have done to not be a victim of CSE" or "what signs should they have spotted" this encourages victim-blaming and abuse is never the fault of the child or young person.
- Use distancing techniques - Avoid questions or activities which encourage students to consider their personal experiences, or ask them to put themselves in a particular situation. It it more appropriate to ask "how do you think x is feeling?" or "how would you feel if x was your friend?" . This help to develop skills of emotional literacy and empathy. You could also ask young people to imagine the response of "a young person, about your age who goes to school around here"
- How can you make it easy for participants to leave the room and communicate this in advance?
- How will you ensure parents/carers have information about this scheme of work to support it within the home?
- You might want to consider a Disassociation Game to close the session. This is a quick, light-hearted, unrelated activity following the plenary on learning from the session. The purpose of this is to help students emotionally detach themselves from the content of the session before they leave.

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Knowledge, Skills and Values

Topics explored in PSHE education, relate directly to a child's or young person's life, when they might find themselves in a tricky situation or "crunch" moment – and need to make a quick decision; for example, a child who is dared to run across the road by their friends, or a teenager who is being pressured to start a fire. They will need to recall learning from PSHE education at that moment to help them make a decision.

They will, of course, require knowledge e.g., of the legality (or not) of their actions. However, in order to make a safe decision in the moment, they will also need skills to negotiate with their peers to resist pressure from others, to exit the situation (if they choose to) and access appropriate help or support if necessary. They will need a strong sense of their own values, to make the right decision and the confidence to stick to it.

Knowledge on its own won't necessarily stop someone from trying things. In many cases young people end up in situations where they know what they are doing is "wrong", but they do it anyway, as they lack the essential skills or attributes to help them effectively manage the situation.

To ensure that sessions are balanced it is important to know the purpose of the activity and create a balanced session that increases or enables reflection on knowledge, skills and values.

The definition of each of these is:

Knowledge: gaining new information on a topic
Skills: gaining new skills on a topic
Values: reflecting on, and potentially altering, your own values in relation to a topic
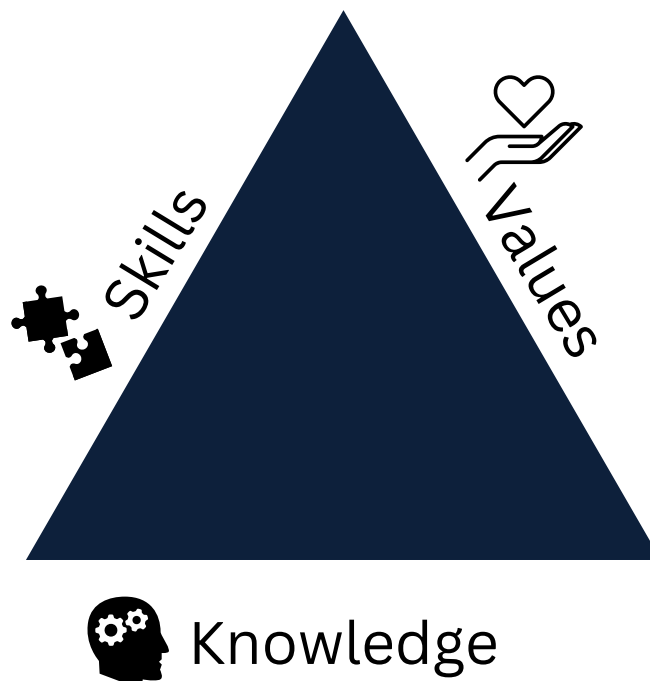
Tips for Communication

Communication difficulties

Special provision should be put in place to support conversations with children, young people or adult learners who:

- have communication difficulties
- are too young
- are unable to communicate
- cannot or will not explain

You should refer to the child, young person or adult learner's behaviour plan and the information available from any assessments. This may include visual cues to help facilitate discussion, such as picture exchange communication cards.

Mencap has published further information on communicating with people with learning difficulties.

The National Autistic Society has also published tips to communicate more effectively with an autistic person.

The table below shows the learning opportunities from the relevant PSHE Association core themes which can be linked to child sexual exploitation.

Primary

PSHE Association

Key Stage 1

H34.	Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them
R2.	To identify the people who love and care for them and what they do to help them feel cared for
R15.	How to respond safely to adults they don't know
R16.	About how to respond if physical contact makes them feel uncomfortable or unsafe

Key Stage 2

H42.	About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact
R13.	The importance of seeking support if feeling lonely or excluded
R18.	To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary
R25.	Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
R26.	about seeking and giving permission (consent) in different situations

R27.	About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
R28.	How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
R29.	Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
L2.	To recognise there are human rights, that are there to protect everyone

SEND

PSHE Association:

SSS2 - Keeping Safe

Development	Name and describe feelings associated with not feeling safe (e.g. worried, scared, frightened) and identify trusted adults who can help us if we feel this way
Enrichment	Explain why it is important to persist with asking for help if our initial requests are not met or understood.

SSS3 - Trust

Encountering	Respond to stimuli about what we mean by keeping a secret and what we mean by a surprise.
Foundation	Identify someone who can help us if we are afraid or worried
Core	Explain why 'trust' is not the same as 'like'.
Core	Give examples of what is meant by trust.
Core	Identify how we feel when we trust someone.

Development	Recognise that we do not have to trust someone just because they say we should.
Development	Explain that we should not keep any secret that makes us feel uncomfortable, afraid, worried or anxious, no matter who asks us
Enrichment	Give examples of how others may put us under pressure to do something.
Enhancement	Explain or demonstrate strategies to resist pressure to behave in inappropriate ways.
Enhancement	Demonstrate what we can say and do and where to get help if we have been pressurised, or seen someone else being pressurised, to do something risky

SSS4 - Keeping Safe Online

Development	Explain that there may be people online who do not have our best interests at heart.
Development	Identify things that we should never share online without checking with a trusted adult first.
Enrichment	Explain how to respond if we're not sure if someone online is who they say they are.
Enhancement	Describe strategies to help us stop and think about the possible consequences for ourselves or others before we post something online
Enhancement	Identify whom we can talk to, or report concerns to, if someone asks us for, or sends us, an image or information that makes us feel uncomfortable.

By the end of Primary pupils will know:

FR2.	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
FR5.	How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
BS3.	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
BS7.	How to report concerns of abuse, and the vocabulary and confidence needed to do so.
M7.	Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support

PSHE Association

Key Stage 3

H5.	To recognise and manage internal and external influences on decisions which affect health and wellbeing
H30.	How to identify risk and manage personal safety in increasingly independent situations, including online
H35.	About the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)
H36.	That certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)
R2.	Indicators of positive, healthy relationships and unhealthy relationships, including online
R17.	Strategies to identify and reduce risk from people online that they do not already know; when and how to access help
R23.	The services available to support healthy relationships and manage unhealthy relationships, and how to access them
R24.	That consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances
R29.	The impact of sharing sexual images of others without consent
R30.	How to manage any request or pressure to share an image of themselves or others, and how to get help
R37.	the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others

Key Stage 4

H4.	Strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing
H23.	Strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)
H29.	To overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services
R1.	The characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality
R3.	To respond appropriately to indicators of unhealthy relationships, including seeking help where necessary
R31.	The skills and strategies to respond to exploitation, bullying, harassment and control in relationships

Key Stage 5

R1.	How to articulate their relationship values and to apply them in different types of relationships
R13.	How to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities
R20.	To recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships

SEND

PSHE Association:

SA4- Managing Pressure

Development	Identify some of the ways in which pressure might be put on us by other people, including online.
Enhancement	Describe strategies that can be used if someone is using pressure to persuade us to do something, including online.

SSS2- Feeling Frightened or Worried

Encoutering	Respond to stimuli about how to keep our bodies safe (appropriate and inappropriate contact).
Foundation	Describe in simple terms what it means to take care of our bodies and keep them safe.
Core	Explain what unwanted physical contact means.
Core	Explain that we should always tell someone if anyone makes us feel worried or uncomfortable, whoever they are
Development	Explain why no one has a right to make us feel frightened or uncomfortable and how to recognise harassment, including online.
Development	Describe ways we can safely challenge unwanted physical contact and ask for help.
Enhancement	Explain how feeling frightened, worried or uncomfortable is one of the ways we know that something is wrong.
Enrichment	Explain that someone we like may not always be trustworthy

Core	Explain what seeking and giving/not giving consent means in relationships, that we have the right to say 'no' or 'please stop' to anything we feel uncomfortable about, and demonstrate how we might do this.
Core	Recognise what sex means, what happens during sexual activity and that consequences of sex might include pregnancy and sexually transmitted infections (STIs).
Development	Identify readiness (emotional, physical and social) for a relationship that may include sex.
Development	Identify how others may manipulate/persuade us to do things we do not want to do or do not like.
Enrichment	Describe ways to manage others' expectations in relationships and our right not to be pressurised to do anything we do not want to do.
Enrichment	Demonstrate different strategies to deal with manipulation/persuasion in relationships.
Enhancement	Identify how saying 'yes' under pressure is not consent, and is not the same as freely given, CG4 enthusiastic consent.

DfE Statutory Guidance:
By the end of Secondary pupils will know:

RR6.	That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
O3.	Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.

I1	The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
I3.	How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
I4.	That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing
I14.	How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

NYA Youth Work Curriculum:

HW1.	Promoting the positive physical, social, emotional and mental health of young people
HR2.	Offering relationship support and guidance to young people, including sex and relationship education, in settings and in a way chosen by young people

Useful Resources

Please check all resources are suitable for your settings and children before use

Child Sexual Exploitation

Videos:

Channel 4 News - Teenagers Discuss Child Sexual Exploitation
Barnardo's - CSE & ME
BBC - Three Girls (for professionals' use only)

Lesson Plans:

Please sign up to our Resource Library and visit our Exploitation Page. Here are a few select lesson plans:
5-16 years - Barnardo's - Real Love Rocks (cost £299) SEND version available
11-14 years - NSPCC - It's not Okay
14-16 years - CEOP- Exploited (please note guidance on page 2 of lesson plan)

Locally:

11-13 years - Catch22- Catch On
Professionals - PSHE Education Service - Consent & PSHE
Professionals - PSHE Education Service - Sexual Health & PSHE
Professionals - PSHE Education Service - Pregnancy Choices & PSHE
Professionals - PSHE Education Service - Child Criminal Exploitation & PSHE
Professionals - PSHE Education Service - Child Financial Exploitation
Professionals - PSHE Education Service - Pressure & PSHE
Professionals - PSHE Education Service - Friendships & PSHE

Training:

Brook Learn - Child Sexual Exploitation
The Ivison Trust - Child Sexual Exploitation
PSHE Education Service - Bitesize Practice Development Session - Exploitation

DEVELOPING SUBJECT KNOWLEDGE

CHILD SEXUAL EXPLOITAITON

with thanks to...

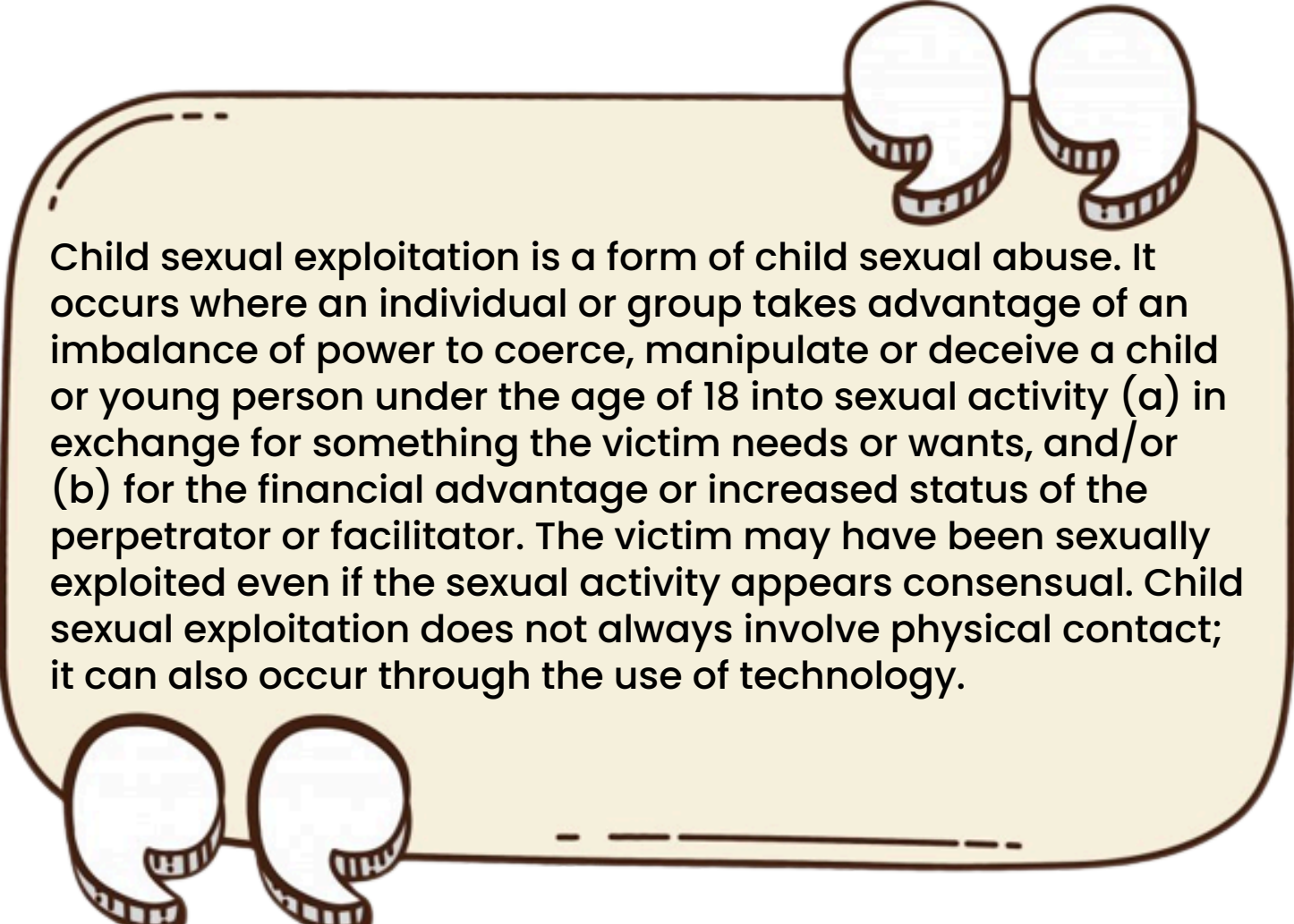catch 22

Staffordshire County Council

Definitions

Child Sexual Exploitation (CSE) is a form of sexual abuse that happens in all communities across all parts of the country, including Staffordshire and Stoke-on-Trent.

"Child sexual exploitation knows no boundaries. Any child, regardless of where they live, their cultural, ethnic and religious background, their sexuality or gender identity, can become a victim of this horrific crime"
Barnardo's It's not on the radar (2015)

The Department for Education defines CSE as:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

One of the key factors found in most cases of child sexual exploitation is the presence of some form of exchange (sexual activity in return for something); for the victim and/or perpetrator or facilitator.

Where it is the victim who is offered, promised or given something they need or want, the exchange can include both tangible (such as money, drugs or alcohol) and intangible rewards (such as status, protection or perceived receipt of love or affection).

The abuse can be a one-off occurrence or a series of incidents over time and can be span from opportunistic to complex organised abuse including online. It can also occur without the child or young person's immediate knowledge or example through other sharing video or images of them on social media.

Key Terminology

Below are some other key terms, definitions and features that are associated with Child Sexual Exploitation:

Child Sexual Abuse
Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening.

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Keeping Children Safe in Education

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Exchange
The person affected by CSE receives "something" in return for performing and/or having others perform sexual activities on them.

The "something" may be money, gifts, accommodation, affection or status.

It is also important to note that the prevention of something negative can also fulfil the requirement for exchange, for example, a child who engages in sexual activity to stop someone from carrying out a threat to harm their family.

These are deliberate tactics to befriend children and young people, to lure them into sexual activity and trap them into feeling that they are somehow indebted to the abuser. There is evidence of forced or coerced sex by young people against young people.

Child sexual exploitation is never the fault of the person who has been abused, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.

Power
CSE always involves one person or group of people having power over another. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Power can be exerted manipulatively, for example, sexual activity in exchange for social status or accommodation. There is an increase in it being exerted through violence, with threats to the young person or their family.

Enablers
Factors within a person's life that could increase a person's vulnerability of being abused and/or exploited.

Indicators
Signs that could imply that a child or young people is being abused and/or exploited.

Pull Factors
Positive or attractive things that are utilised to draw a child/young person as part of the grooming process.

Push Factors
Something that makes a child or young person want to leave or absent themselves from where they should be in order to protect themselves.

Vulnerabilities
A person's situation or circumstances that could reduce their ability to protect themselves or others from harm or exploitation.

Consent

In the eyes of the law, consent is defined as when a person:

"Agrees by choice and has the capacity to make that choice"

The legal age at which someone is able to give consent, in the UK, is 16. It is important to remember that CSE cover young people up to their 18th birthday and so even if a young person is 16 or 17 years old and has reached the legal age of consent, this should not be taken to mean they are no longer at risk of CSE.

0-12

A child under the age of 13 years is considered to not have the capacity to consent in any circumstance. If a child agree 12 and below discloses they are engaging in sexual activity a referral to Children's Social Care is required (details on page 61)

13-15

It is illegal for young people aged 13-15 years to have sex. The law is there to stop people from being abused by someone older rather than to punish people of the same age who both agree to have consensual sex.

The Consent Triangle

Using the Fire Triangle model, which helps people to learn the necessary ingredients required for most fires, the Consent Triangle provides an easy illustration to represent what is required for someone to be able to give consent to sexual activity. All three elements must be present for the activity to be consensual. This is important to recognise, as young people who are being abused may believe they are consenting, but do not have the freedom to make that decision. Consent can be withdrawn at any time during any sexual activity.

Freedom
Capacity
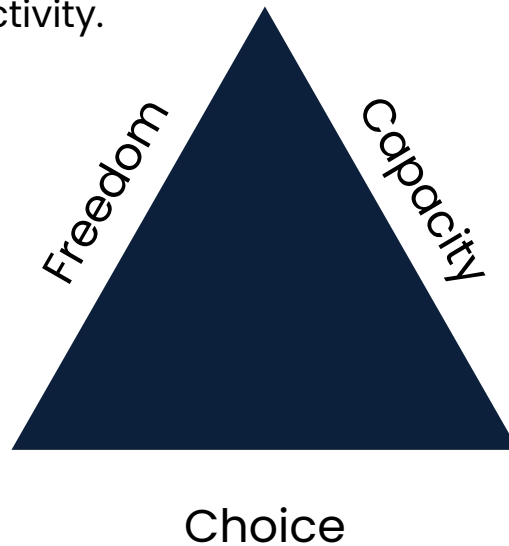
Choice

Choice - The person can say either yes or no. Consent is not ongoing, it can be withdrawn at any time. Just because a person said yes once, does not mean it is always a yes, it needs to be negotiated every time. Consent is contextual which means if a person agreed to a sexual activity with particular conditions e.g. wearing of a condom, the consent is ties to this. If the sexual activity takes place outside of this stipulation then the activity is not consensual.

Freedom - Nothing bad would happen to them if they said no. For instance being threatened with violence, or they are being pressured into it. Being kidnapped, forced, pinned down, coerced or pressured to have sex or feeling like you can't say no or are too scared would mean someone does not have the freedom to give their consent.

Capacity - Is the person physically and/or mentally able to make a choice and to understand the consequences of that choice.? It's the same as the law that says someone may be physically able to drive a car when they are drunk but they are not mentally able to - the law recognises that when a person is drunk or high they do not have true capacity to consent to sex. They do not have to be passed out, like with drink driving someone can still be physically able to have sex but they can't give legal consent.
Capacity can also be affected by age, or some types of learning disabilities, where a person doesn't have the capacity to give legal consent.

CSE and the Law

In the UK it is illegal to:
- cause or incite a child to engage in sexual activity
- arrange or facilitate a child sex offence
- meet a child following sexual grooming
- have sexual communication with a child
- take, make or have indecent photographs of children
- sexually exploit a child (including paying for or arranging sexual services of a child)

The Sexual Offences Act (2003) introduced a range of offences that recognised the grooming, coercion and control of children.

- Section 14 - makes it illegal to arrange or facilitate the commission of a child sex offence

- Section 47 - makes it illegal to pay for the sexual services of a child

- Section 48 - makes it illegal to cause or incident the sexual exploitation of a child

- Section 49 - makes it illegal to control a child in relation to sexual exploitation

- Section 50 - makes it illegal to arrange or facilitate the sexual exploitation of a child

Sections 16-19 provides young people aged 16 and 17 additional protection in law from people in positions of trust and Section 25-26 in relation to family members.

Section 2 of the Modern Slavery Act (2015) created new offences relating to trafficking into, within or out of the UK for sexual exploitation.

In England and Wales, under Section 116 of the Anti-Social Behaviour, Crime and Policing Act 2014, police can require hotels and similar establishments where they believe child sexual exploitation is taking place to provide information about their guests.

Types of CSE

Children and young people 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 person carrying out the exploitation is also recognised as a person being exploited.

CSE can happen in person or online. The abuser will gain a child's or young person's trust or control them through violence or blackmail before moving to sexually abuse them. This can happen in a short period of time.

Below are a number of illustrative examples that could fall under the definition of CSE.

A 44 year old female posing as a 17 year old female online and persuading a 12 year old male to send her a sexual image, and then threatening to tell his parents if he does not continue to send more explicit images.

A 14 year old female having sex with a 16 year old gang member and his two friends in return for the protection of the gang.

A 14 year old male giving a 17 year old male oral sex because the older male has threatened to tell his parents he is gay if he refuses.

A 13 year old female offering and giving an adult male taxi driver sexual intercourse in return for a taxi fare home.

A 21 year old male persuading his 17 year old 'girlfriend' to have sex with his friends to pay off a drug debt.

A mother letting other adults abuse her 8 year old child in return for money.

A group of men bringing two 17 year old females to a hotel in another town and charging others to have sex with them.

A 17 years old is told their computer has been hacked and they must pay £100 or the hacker will share indecent images with the young person's family and friends.

Three 15 years old females being taken to a house party and given 'free' alcohol and drugs, then made to perform sex acts with six adult males to pay for this.

A group of men chatting to a 12 years old online, giving lots of compliments and persuading them to send sexual images, which were sold online.

A 15 year old male who is part of a gang is told that he must give oral sex to another gang member as punishment for talking to a rival gang member.

A 15 year old being offered a place to say in return for sex after being made homeless when he came out to his parents.

CSE and Social Media

According to OFCOM's Children and Parents: Media Use and Attitudes the majority of homes with children aged 0-18 (97%) had access to the internet in 20222, significantly higher than the average for all households (93%).

Most children aged 3-17 went online (at home or elsewhere) via mobile phones (69%) and tablets (64%), although the types of devices used vary by age of child.

YouTube was the most used online platform among 3-17-year-olds (88%), followed by WhatsApp (55%), TikTok (53%), Snapchat (46%), Instagram (41%) and Facebook (34%), as shown in the graph below. Use of WhatsApp, TikTok and Snapchat increased from 2021 (up from 53%, 50% and 42% respectively), while Facebook was less popular this year (down from 40%).

This means that children and young people are now able to communicate anytime and anywhere, with anyone across the world, equally they can be contacted by anyone.
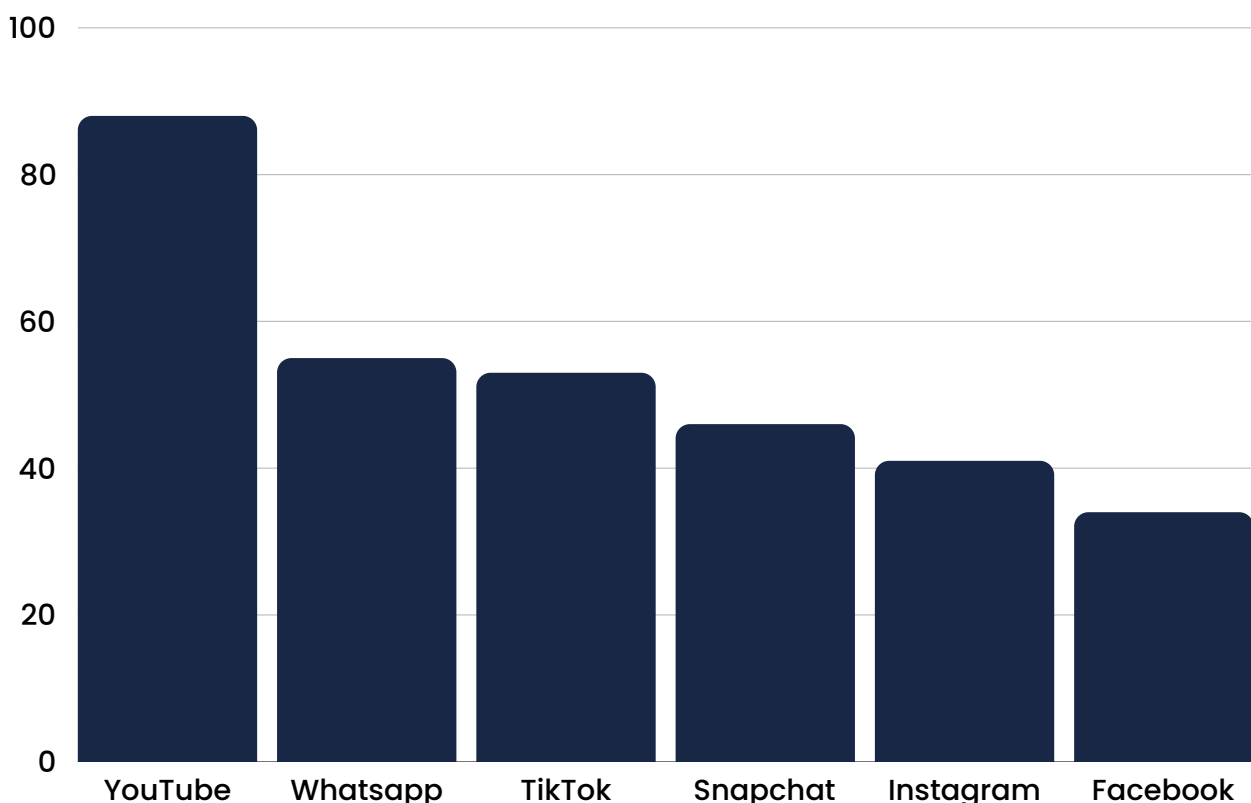
PSHE education should enable age and stage-appropriate conversations to take place around what children and young people do online, what is being shared, who they talk to online, and what they can do to keep themselves safe.

Children and young people should know who they can speak to if they are uncomfortable by anything the see online.

CEOP (Child Exploitation and Online Protection) provides information for 4-18 years, parents/carers and professionals. They create education resources for use in schools and youth organisations. An overview of their resources and training offer can be found here.

The NSPCC reports that online grooming crimes have risen more than 80% in four years since 2017-2018.

The report found:

- Four in five (82%) of grooming cases last year, where the gender was known, were against girls, with 12 to 15 year old girls making up 39% of all victims, where the age and gender was recorded.
- Offenders target children through well-established grooming pathways, such as contacting children on social media and gaming sites and coercing them to produce self-generated child abuse images
- Meta-owned platforms were used in 38% of offences where the means of communication was known. However, Snapchat was used by groomers more than any other platform, in a third of offences where a site was recorded (33%).
- Grooming is increasingly becoming a cross-platform problem, with police recording 70 different apps and games involved in grooming crimes in the last 12 months alone. Multiple social media sites were often used in the same offence.

Online Safety Act

The <u>Online Safety Act</u> is a new set of laws (2023) designed to protect adults and children online. It will make social media companies more responsible for their users' safety on their platforms.

The Act makes social media companies legally responsible for keeping children and young people safe online. It will protect children and young people by making social media platforms:

- Remove illegal content quickly or prevent it from appearing in the first place. This includes removing content promoting self-harm
- Prevent children from accessing harmful and age-inappropriate content
- Enforce age limits and age-checking measures
- Ensure the risks and dangers posed to children on the largest social media platforms are more transparent, including by publishing risk assessments
- Provide parents/carers and children/young people with clear and accessible ways to report problems online when they arise

<u>OFCOM</u> has been put in charge as a regulator to check that platforms are protecting their users.

Ofcom has the power to take action against companies which do not follow their new duties. Companies will be fined up to £18 million or 10 percent of their annual global turnover, whichever is greater. Criminal action will be taken against senior managers who fail to follow information requests from Ofcom. Ofcom will also be able to hold companies and senior managers (where they are at fault) criminally liable if the provider fails to comply with Ofcom's enforcement notices in relation to specific child safety duties or to child sexual abuse and exploitation on their service.

Language

When talking about children and exploitation the language used matters. This can be the difference between a child or young person being properly safeguarded or put at further risk of exploitation.

The Children's Society has created a guidance document for professionals to influence the direct practice of professionals including educators.

1 Language implying that the child or young person is responsible in any way for abuse and crime that they are subjected to, must be avoided to ensure professionals safeguard them appropriately.

2 Remember the child or young person has or is being abused, they have not had a choice in it

3 Victim-blaming language can reinforce and perpetuate the shame and guilt that perpetrators encourage in their victims as a method of control.

Through the use of language that implies a child or young person has had a choice or has chose a 'lifestyle', is in effect using victim-blaming language. This could:

1 Reinforce message from their abuser

2 Prevent the child or young person disclosing their experiences for fear of being blamed or feelings of embarrassment or shame

3 Normalise or minimise their experience of abuse

The Children's Society highlighted the following examples of correcting language used in relation to CSE.

| Inappropriate Term	Rationale	Suggested Alternative
"Putting themselves at risk"	This implies that the child is responsible for the risks presented by the perpetrator and that they are able to make free and informed choices	• "The child/young person is at an increased vulnerability of being abused and/or exploited" • There are a lack of protective factors surrounding the child/young person
"In a Relationship With"	This implies that the child or young person is in a consensual relationship and does not reflect the abusive or exploitative context.	• "The young person says that they are in a relationship with a person and there are concerns about that person's age, the imbalance of power, exploitation and/or offending" • "The young person has been/is being groomed, exploited and controlled"
"Involved in CSE"	This implies there is a level of choice regarding the child being abused. A five-year-old would never be referred to as being involved in sexual abuse for the same reasons.	• The child/young person is vulnerable to being sexually exploited" • "The child/young person is being sexually exploited"

Who is at Risk?

It is important to remember that any child in any community is vulnerable to CSE.

Therefore practitioners should be open to the possibility that any of the children and young people they work with may be affected.
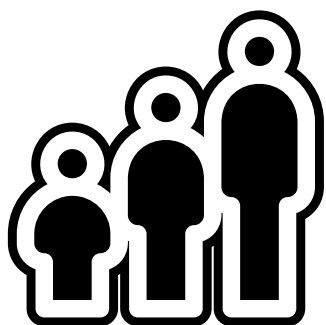
Children aged 12-15 years of age are most at risk of child sexual exploitation although victims as young as 8 have been identified, particularly in relation to online concerns. Equally, those aged 16 or above can also experience child sexual exploitation, and it is important that such abuse is not overlooked due to assumed capacity to consent.
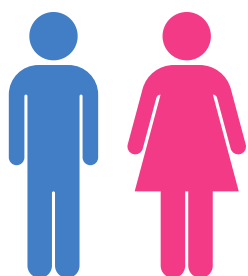
Though child sexual exploitation may be most frequently observed amongst young females, boys are also at risk. Practitioners should be alert to the fact that boys may be less likely than females to disclose experiences of child sexual exploitation and less likely to have these identified by others.

Child sexual exploitation affects all ethnic groups.

Practitioners should not rely on 'checklists' alone but should make a holistic assessment of vulnerability. The Risk Factor Matrix is designed to guide professionals to examine risks and protective factors.

Boys and Young Men

Societal values regarding masculinity and perceptions of males as perpetrators are seen to mask the fact that boys and young men can be abused too.

Research suggest that:
- Boys and young men are less likely to report experiences of child sexual exploitation.
- Males seem to find it particularly hard to disclose abuse.
- Fear of being labelled gay, particularly in communities where there is homophobia, can prevent disclosure.
- There is too little recognition of the fact that a male can be both a victim and a perpetrator.
- Boys can be sexually exploited by peers, particularly in gang situations. •
- Research has found that male and female CSE victims share certain common traits but also exhibit significant differences in terms of, for example, disability and youth offending rates.
- It might be assumed that young men engaging in sex are doing so because they are highly sexualised, gay or bisexual, and not because they are being exploited

This short video highlights to professionals how unconscious bias around gender can influence decision making relating to Child Sexual Exploitation.

The comparative analysis carried out by UCL identified both similarities and statistically significant differences between males and females affected by CSE.

For example, it was found that:
- Male service users were 2.6 times more likely to have a recorded disability than female service users (35% compared with 13%)
- Youth offending rates were high:
  - 48% of male service users and 28% of female service users had a criminal record; the figure for girls was particularly high when compared with baseline figures for youth offending in the general population
- The age of referral to Barnardo's services was slightly lower for boys than for girls.
- 80% of male service users were referred to Barnardo's services due to going missing; going missing was the most common referral reason for girls too, but girls were also more frequently referred due to other concerns (such as inappropriate relationships)
- There were no significant differences between the genders in the sample in terms of factors such as ethnicity and proportion of 'looked after' children.

Boys and young men can be affected and display CSE and can be especially vulnerable to CSE by older males. In the context of gangs, they can be forced, pressurised or bullied to take part in sexual activities or abuse of others in return for their own protection.

Whilst both males and females can find it difficult to report abuse, for a variety of issues a toolkit for professionals - Boys and Young Men at Risk of Sexual Exploitation highlights additional challenges boys and young men affected by CSE may have around speaking about their abuse:

They do not want to be labelled a "Victim"

Gender stereotypes of masculinity state that a man should be a protector - and therefore able to protect himself.

Being labelled a victim can make them feel weak, and vulnerable. The opposite of society's expectations of its boys and young men.

Displaying aggressive, violent or offending behaviour

It is more likely that boys and young men will express trauma and anger in this way, which can obscure what is really happening as professionals focus on the behaviour and not the reason behind it.

Ethnic or Cultural Backgrounds

May make boys and young men less likely to disclose due to:
- Stigma of same sex or pre-marital sexual activity
- A lack of understanding about abuse
- Not wanting their families to find out

Enablers

Any child or young person regardless of their age, gender, ethnicity and sexual orientation can be at risk of CSE. However, there are several factors that can increase a person's vulnerability, please note that this list is not exhaustive:

- go missing– especially on regular occasions from home or care
- live in a chaotic or dysfunctional family
- have a history of domestic abuse within the family environment
- have a history of abuse (including familial child sexual abuse, risk of forced marriage, risk of honour-based violence, physical and emotional abuse and neglect)
- have experienced or are experiencing problematic parenting
- have parents/carers who misuse drugs or alcohol
- have parents/carers with health problems
- are young carers within the family unit
- experience social exclusion as a result of poverty
- have experienced recent bereavement or loss
- have unsupervised use of social networking chat rooms/sites
- have mental ill health
- have social or learning difficulties
- have low self-esteem or self-confidence
- are unsure about their sexual orientation or are unable to confide in their family about their sexual orientation
- misuse of alcohol and/or drugs
- have been or are excluded from mainstream education
- have been drawn into gang activity
- attend school with other young people who are sexually exploited
- are friends with individuals who are sexually exploited
- do not have friends in the same age group
- are being bullied
- live in care, foster care, hostels and/or bed and breakfast accommodation – particularly when living out of their home area
- are homeless
- have associations with gangs through relatives, peers or intimate relationships
- live in a gang neighbourhood

Indicators

CSE is often hidden, children and young people rarely self-report CSE so it is vital that all professionals who work with children and young people are aware of the many potential indicators of risk.

- Frequently missing from home

- Having unexplained items

- Self-harming

- Gang association

- A trafficked person

- Reduced contact with family and friends

- Sexual activity with someone older (this does not have to be a significant age gap)

Push/Pull Factors

Push and pull factors can make a child or young person at risk of exploitation. Often there are several risk factors present, that when seen together, can cause concerns

- Push - Negative things that push someone into something
- Pull - Positive or attractive things that pull someone into something.

We have given some examples below

Push Factors	Pull Factors
Family conflict or domestic abuse	Being given presents
Homelessness or not having secure accommodation	Being given alcohol or drugs
Experiencing neglect, physical and/or sexual abuse	Feeling valued/special
Parental mental ill health	Being shown affection
Social isolation or social difficulties	Paying off debts
Absence of a safe environment to explore sexuality and gender identity	Being treated as a grown up
Experiencing hardship	Being accepted and included
Being bullied	Excitement - going to parties

Grooming

Grooming is a process that "involves the offender building a relationship with a child, and sometimes with their wider family, gaining their trust and a position of power over the child, in preparation for abuse." (CEOP, 2022).

Grooming can take place anywhere, including:

- Online
- In organisations
- In public spaces.

Children and young people can be groomed by a stranger or by someone they know e.g. family member, friend or professionals. The age gap between the child/young person and their groom er can be relatively small.

Groomers typically use certain patterns of behaviour to lead a child or young person to believe that what is happening is normal, or to make the child/young person feel trapped. The grooming relationship can move quickly from being something that seems to be a positive experience for the child/young person to being intimidating and isolating.

Gaining Trust

A groomer will hide their true intentions and over time (this can be a short period or longer term) "gains the child's trust and confidence" in order to abuse them (Sexual Offences Act, 2003).

The child or young person is conditioned to respect, trust and love their groomer. This means that often the child or young person does not understand they are being groomed because the consider the groomer to be a friend, boyfriend or girlfriend.

Groomers do not only target children and young people, they may also work to gain the trust of a whole family, in order to be allowed to be left alone with a child/young person. If the groomer works with children or young people they may use similar tactics with colleagues.

A groomer will gain trust by:

- Pretending to be someone they are not, for example saying they are the same age as the child/young person online
- Offering advice and being understanding
- Buying gifts
- Giving the child/young person attention
- Using their professional position or reputation
- Taking the child/young person on days out or holidays.
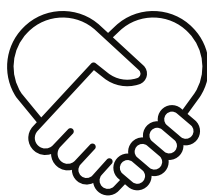
Gaining Power

Once trust has been established a groomer will exploit the relationship by isolating the child/young person from their friends and/or family and increasing their dependence on the groomer. Groomers will use power and control to make a child or young person feel they have no choice but to do what the groomer wants.

"Secrets"
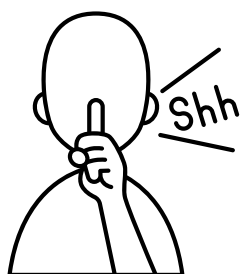
These can be used by groomers as a way to control or frighten a child or young person. Sometimes they will blackmail the child/young person or make them feel ashamed or guilty to stop them telling anyone about the abuse.

Manipulation
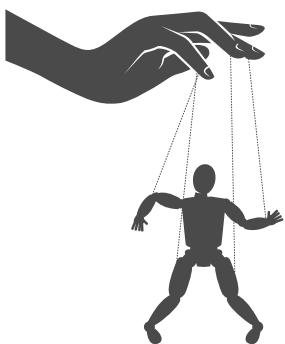
Groomers will use a range of strategies to entrap a child or young person and manipulate them. They may present themselves as the boyfriend or girlfriend, be approachable, share interested with the person they are targeting. A child/young person's compliance will be tested by the groomer, through being asked to carry out inappropriate or abusive activities and will often give the impression that the child/young person is in control of the situation.

Online Grooming

Groomers utilise social media, instant messaging apps or online gaming platforms to connect with children and young people. It is easier for groomers to pretend to be young than they are and chat to become "friends" with children and young people.

As children and young people often have more than one online platform, groomers can spend time learning about the child/young person's interests from their profile and posts, this information can be utilise to build up a relationship.

When a relationship has been established the groomer might encourage the child or young person to communicate using a private or encrypted messaging service.

Groomers do not need to meet child or young people in real life to sexually exploit them by persuading them to take part in online sexual activity. The Internet Watch Foundation found that over 70% of identified child sexual abuse images in 2021 were self generated.

Models of CSE

There are a number of types of sexual exploitation use to coerce children and young people. The list below is not exhaustive and is to help professionals to better understand the complexities of CSE and why it is generally a hidden activity.

Inappropriate Relationships
These usually involve an imbalance of power or control e.g. physical, emotional or financial. The young person may believe they are in a loving relationship.

"Relationship" Model
The young person is groomed into believing they are in a "relationship" and are coerced or forced into having sex with friends or associates.

"Child-on-Child Exploitation
This refers to situations where young people are forced or coerced into sexual activity by their peers or associates. This can sometimes be associated with gang activity, but not always.

Gang-Associated Exploitation
A child or young person can be sexually exploited by a gang, but this is not necessarily the reason why gangs are formed. Types of exploitation may include using sex as a weapon between rival gangs, as a form of punishment to fellow gang members and/or a means of gaining status within the hierarchy of the gang.

Organised/networked sexual exploitation or trafficking
Young people (often connected) are passed through networks, possibly over geographical distances, between towns and cities where they may be forced/coerced into sexual activity with multiple individuals. Often this occurs at 'parties', and young people who are involved may recruit others into the network. Some of this activity is described as serious organised crime and can involve the organised 'buying and selling' of young people by offenders. Organised exploitation varies from spontaneous networking between groups of offenders, to more serious organised crime where young people are effectively 'sold'.

Sextortion

Throughout 2022 and 2023, in the UK and internationally, there has been an increase in reporting of 'Financially Motivated Sexual Extortion'– often referred to as 'sextortion'.

Although victims **of any age** are potential targets, children aged 15-17 years and adults aged 18-30 are particularly at risk.

These types of sextortion scams are run by sophisticated organised criminal gangs, often operating overseas. The National Crime Agency is working with law enforcement across the UK and internationally on this rapidly increasing threat.

What is Sextortion?
Sextortion can refer to a variety of offences committed online. It is most often used to describe online blackmail, where criminals threaten to release sexual/indecent images of an individual, unless they pay money or do something else to benefit them.

Sextortion may be:
- Financial blackmail using sexual / indecent images that have been sent to somebody a person has had contact with online.
- Financial blackmail using images that have been stolen from a person, taken through hacking or have been faked using image altering technology.
- Blackmail using sexual/indecent images that have been sent to somebody, but with a demand for something other than money. This might be a demand for an individual to do something they don't want to, like give them use of their bank account.

Recognising Sextortion
It is important to remember that people affected by Sextortion are not to blame and it is not their fault. These threats are often committed by organised criminals motivated only by money. It does not matter if an image was initially shared with a person's consent or through threats or manipulation - the misuse of the image is an offence and is never OK.

Offenders will often pose as other people, and send a large number of friend requests quickly. If a new connection engages in sexual chat, or asks for sexual/indecent images, this might be an attempt at sextortion. If someone is concerned do not share any images. Sextortion attempts can escalate very quickly, or take place over a longer period of time.

Signs of Sextortion Attempts
These may include:
- **They're moving too fast** - they try to develop a relationship with the targeted person very quickly. They might be flight, state that they like the person very early on, or ask for sexual/indecent images. Some may even send a sexual/indecent image first.
- **They put pressure to get a person to do things they are not comfortable with** - they may repeatedly ask a person to do sexual things that the individual is not comfortable with. It is never okay for someone to ask another to do something they they do not want to do and there are places available to help.
- They say the person has been hacked or they have access to contacts - Some blackmailers might say that they've got images or information from the person's device and threated to share this unless money is given to them.

Top Tips

Children and young people may chat to new people online. Here are some tips to share to help protect them from the risk of Sextortion.

Check privacy settings - if scammers cannot see details of family and friends they are less likely to be able to make threats to share images or information.

The National Cyber Security Centre has information on how to use Social Media Safely.
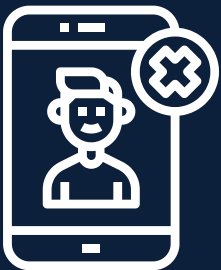
If someone makes a person feel uncomfortable end it quickly.

If someone has any concerns, worries or needs support contact CEOP, Report Remove or speak to a Trusted Adult.

What to do if Someone is Affected by Sextortion

It is important to remember that people affected by Sextortion are not to blame and it is not their fault and their is help and support available.
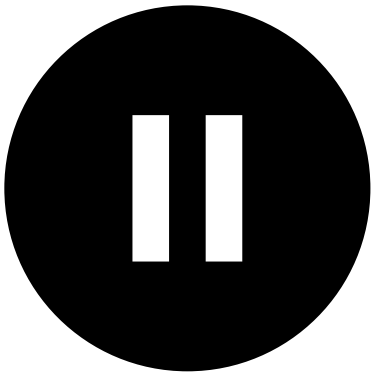
- Stop all communication with the blackmailer immediately.
- Whilst it can be tempting to pay, there is no guarantee this will stop the threats. The offender's motive is to get money, once the individual has shown they can pay, they will likely ask for more and the blackmail may continue.
- Preserve evidence, if possible. Take screenshots of the offender's profile information. Save messages and images, and make a note of usernames, email addresses, phone numbers or bank account numbers.
- If your images have been shared online, collect URLs and links if you can

- Under 18's can report sextortion, or any other form of online child sexual abuse, to their local police force by calling 101, or to the NCA's CEOP Safety Centre
- Some people may find it difficult to report this type of crime to the police, so it may help to talk to a Trust Adult first.

Reporting helps UK Law Enforcement to best support young people and to hold criminals responsible.

Report Remove

It is important to remember it is a criminal offence to create or share explicit images of a child, even if the person doing it is a child. The law applies to anyone under the age of 18 years old.

If someone has sent a nude and is worried about what might happen next they could:

- Ask for the message to be deleted.
- Don't reply to threats.
- Talk to someone they trust.
- Use the Report Remove tool.
- Report to CEOP.

The NSPCC has produce guidance for professionals who are supporting young people to take down nudes shared online

PREVENTING SEXTORTION
AMONGST CHILDREN & TEENS

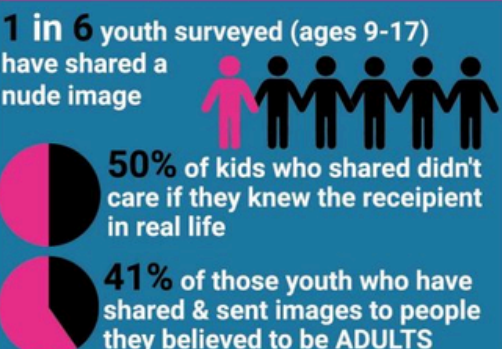SEXTORTION IS A REALLY SERIOUS ONLINE EXPLOITATION CRIME DIRECTED TOWARDS CHILDREN & TEENS IN WHICH COERCION & BLACKMAIL IS USED: -

WHAT IS HAPPENING?
YOUTH ARE SHARING NUDE CONTENT

1 in 6 youth surveyed (ages 9-17) have shared a nude image

50% of kids who shared didn't care if they knew the receipient in real life

41% of those youth who have shared & sent images to people they believed to be ADULTS

CHILD SEXTORTION CASE

60% knew the perpetrator

51% did not report incidents to family or friends

13% reported incidents to law enforcement

THREATS HAPPEN SOONER FOR ONLINE VICTIMS

Threat **60%** of online victims threatened within 2 weeks of initial contact

First contact is typically by phone via a social media friend request. victims are targeted on platforms they frequent.

47% Of victims experienced threats daily.

SEXTORTION IS HAPPENING TO KIDS AND TEENS

1 in 4 Victims were 13 or younger when threatened.

2 in 3 Victims were girls threatened before the age of 16.

VICTIMS ARE ATTEMPTING TO ADDRESS THE THREATS THEMSELVES

65% of victims blocked offenders from contacting them in hopes of getting away.

45% of victims reported that the contact didn't stop after blocking offenders .

62% complied with demands in an effort to make the threats stop.

68% OF VICTIMS REPORTED THAT THREATS BECAME MORE FREQUENT AFTER THEY COMPLIED WITH DEMANDS.

VICTIMS ARE STAYING SILENT

1 in 3 Victims had never told anyone, largely because of shame or embarrassment.

"Society continues to dismiss the fact that people are forced into situations (like sending nudes) and that they should be shamed if they are"

VICTIMS ARE LESS LIKELY TO REPORT OUTSIDE OF THEIR INNER CIRCLE.

54% Disclosed to family / friend

26% Reported to a Platform / Website

13% Reported to the Police

WHERE DOES IT HAPPEN ?

6% Video Sharing Social Sites

23% Video Voice Call Apps

41% Messaging Photo Apps

4% Gaming Platforms

54% Social Network

45% INVOLVED MORE THAN ONE PLATFORM

9% Dating Apps

3% Image board sites

12% Email

WHAT CAN WE DO?

✓ **TALK TO YOUR CHILDREN ABOUT SEXTING & SEXTORTION**
- ▶ Remind them: Don't create, request, or share images!
- ▶ Remember that 5 out of 6 children report that they haven't shared a nude image
- ▶ 1 in 4 victims of sextortion were 13 or younger when threatened
- ▶ The perpetrator is to blame!

✓ **HAVE REGULAR CONVERSATIONS WITH YOUR CHILDREN ABOUT THEIR ONLINE ACTIVITY - BE THEIR TRUSTED ADULT**

✓ **IF SOMEONE ASKS FOR HELP, HELP THEM**
- ▶ Do you know anyone that may need help with this?
- ▶ There's no mistake too big. You can always ask for help.
- ▶ What would you do if someone pressured you for sexual images or "nudes"?

✓ **ACCESS HELPFUL RESOURCES**
- ▶ NSPCC HELPLINE 0800 800 5000 (www.nspcc.org.uk)
- ▶ REPORT, REMOVE (www.childline.org.uk)
- ▶ REPORT TO CEOP POLICE (https://www.ceop.police.uk/safety-centre)

Impact of CSE

CSE affects people in the long term. The trauma of the exploitation may affect the person's:

- Ability to form loving and trusting relationships
- Confidence and self-esteem (which could lead to self-harming, substance abuse)
- Physical and mental health including their reproductive health
- Education attainment
- Isolation from family and friends
- Unemployment
- Choices - due to having a criminal record

It does not only affect the person who has been sexually exploited but can also have a significant impact on families. Parents and carers often feel guilt for not having protected their children and young people from being sexually exploited.

The Ivison Trust works with parents and carers of children who are, or are at risk of, being sexually exploited by perpetrators outside the family. The Ivison Trust offers guidance and training to professionals on how CSE affects the whole family.

Spotting the Signs

Professionals should be aware of the physical, psychological and behaviour signs of CSE - these help to prompt the asking of further questions.

Physical Signs

There are some signs to look out for that a child or young person is being exploited, however it is important to *remember that just because a young person is displaying these does not necessarily mean they are being exploited, equally just because a child or young person is not displaying these signs does not mean that they are not being exploited.*

- Unexplained injuries and refusing to seek medical help
- Self-harm
- Rapid change in appearance
- "Revolving door" with A & E or Police
- Repeated STIs and frequent testing
- Repeated urinary tract infections (UTIs)
- Repeat request of emergency contraception
- Pelvic-inflammatory disease
- Repeat pregnancy
- Repeat alcohol abuse
- Drugs and solvent abuse
- Physical injuries

Psychological Signs

- Mental health issues
- Suicidal ideation
- Multiple personality disorders
- Dissociation
- Depression
- Issues with sleeping
- Eating disorders
- Post-traumatic stress disorder
- Alcohol or substance abuse
- Self-harming
- Low self-esteem

Behavioural Signs

- Often running away/missing from home
- Inappropriate sexual behaviour
- Repeated absence from school
- Dropping out of school
- Reduction is quality and quantity of work being done in school
- Unemployment
- Criminal behaviour
- Suicide and suicide attempts
- Disruptive or challenging behaviour
- Having unexplained money and/or new things
- Self-blame
- Chaotic lifestyle
- Homelessness
- Becoming pregnant at a young age
- Being isolated from family/friends
- Taking drugs and using alcohol
- Receiving more calls or taking phone calls away from family/friends, deleting phone history (both calls and messages)

Disclosures

A lack of awareness of CSE means that children and young people are not aware of their rights, boundaries and where they can go for help and support. It is essential that PSHE addresses this as children and young people:

- Do not always have the knowledge to recognise that they are being abused

- May feel as if they are betraying the person who is abusing them

- Are often coping with multiple issues at once

- May feel that something is not 'right' but lack confident to speak to someone

- May not say anything as they think the person abusing them will not be prosecture

PSHE works most effectively when delivered as a sequenced, spiral programme that builds on prior learning as children and young people grow and mature and provides age- appropriate information and opportunities for children and young people to disclose.

Dealing with Disclosures:

- Listen carefully
- Display empathy and understanding.
- Be attentive and display positive body language.
- Be patient
- Convey belief through your communication.
- Acknowledge the person has shown courage talking to you and be clear that sexual assault or sexual abuse is never the fault of the person who is assaulted or abused.
- Be clear about your role and boundaries including safeguarding and confidentiality.
- Offer practical support in line with your organisation's policy.
- Provide information if you can, but don't overwhelm the person e.g. details of sexual health services.
- Ensure that you remember self-care for you and your colleagues.
- Remember the importance of a consistent, whole-school approach.
- Do not question the person or ask for details of the assault or abuse.
- Do not ask why they did not stop it - this can feel like you are blaming them.
- Respect their decisions.

Statistics

In the third quarter of 218, Facebook reported removing 8.7 million pieces of content globally for breaching policies of child nudity and sexual exploitation. Online Harms White Paper (DDCMS, Home Office 2020).

During 2021/22 in England and Wales there were 17,486 crimes logged by police where children had been sexually exploited – an average of 48 offences a day.

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Contextual Safeguarding

Contextual safeguarding recognises the impact of the public/social context on young people's lives, and consequently their safety. Contextual safeguarding seeks to identify and respond to harm and abuse posed to young people outside their home, either from adults or other young people.
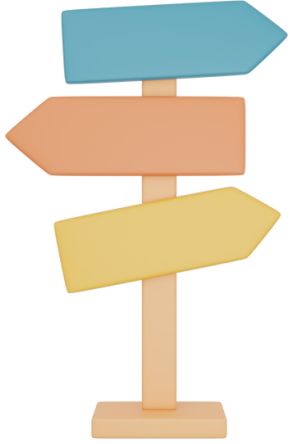Using Contextual safeguarding can enable professionals to build a holistic picture of the child or young person's individual factors and also identify where and by whom interventions can occur

More information on contextual safeguarding can be found here

Neighbourhood

School

Peers

Home/Family

Child/Young Person
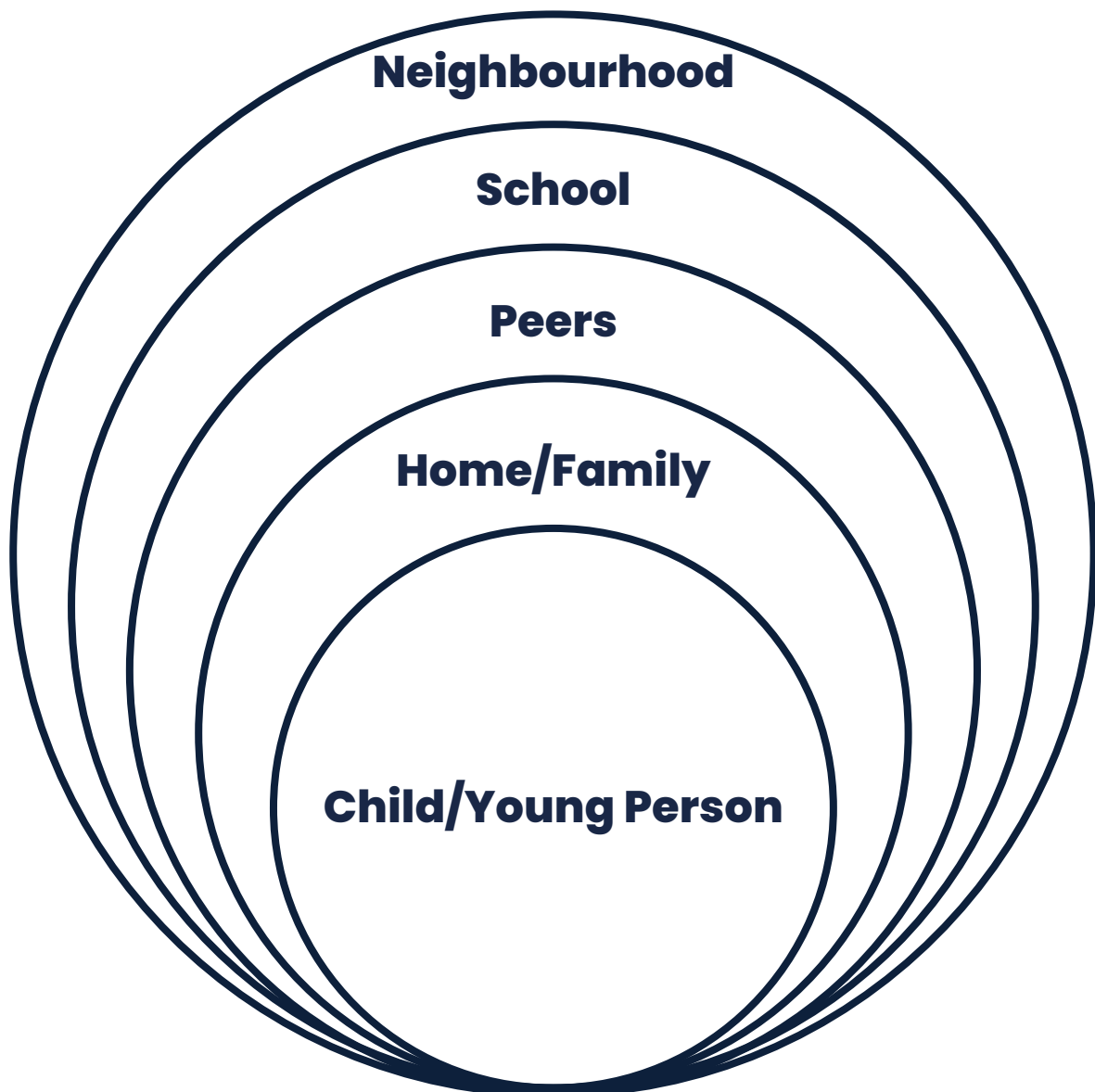
Signposting Information:

It is important to signpost children and young people to relevant local and national organisations who can provide further advice and support.

Local Services

- <u>Child Exploitation Team - Staffordshire County Council</u>
- <u>Child Exploitation Team - Stoke-on-Trent City Council</u>
- <u>Staffordshire Police</u>
- <u>Catch22</u>
- <u>West Midlands Regional Children and Young People Sexual Assault Service (aged up to 18)</u>
- <u>Staffordshire Sexual Assault Referral Centre</u> (SARC)
- <u>Horizon Sexual Assault Referral Centre</u> (South Staffordshire only)

National Services

- <u>Brook</u>
- <u>Childline</u>
- <u>Galop</u> (for LGBTQ+)
- <u>NSPCC</u>
- <u>Rape Crisis</u>
- <u>Report Remove</u>
- <u>Shore</u>
- <u>Survivors UK</u> (for boys and men)

Referral Process – Staffordshire

To ensure that appropriate support is offered to children at the right time, all referrals for CE support will be considered within a **weekly triage meeting held on Wednesday**'s which will have oversight from the CE Team, Catch22 and YOS Prevention who can share knowledge and agree the best service to offer intervention.

Where there are concerns of Child Criminal Exploitation (CCE), referrals can continue to be made to the below services which offer an individual referral form that can be accessed through contacting them directly.

YOS Prevention - For when there are concerns of CCE and the child is coming to the attention of police via: staffordshire-yot-north@staffordshire.gov.uk (Newcastle, Moorlands & Stafford) and staffordshire-yot-east@staffordshire.gov.uk (Cannock, South staffs, Tamworth, Lichfield & East Staffordshire)

Catch22: For concerns of CCE: catch22cce@catch-22.org.uk

For children at risk of Child Sexual Exploitation (CSE), Risk Factor Matrix Forms will continue to act as the referral mechanism however, these can now be sent directly to the CE Team via the below email address and all referrals will be triaged by the CE Team and contact will then be made with the referrer to confirm support after the weekly triage meeting.

 CE Team: CSEinbox@staffordshire.gov.uk

Please note: All children felt to be at risk of or exposed to exploitation MUST have an up-to-date Child Exploitation Active Risk Screening Tool which will be the responsibility of the referrer to complete in line with the current CE Policy under Staffordshire's Safeguarding Children's Partnership.

 If you have any additional queries or concerns, please contact Stacey Black, CE Team Manager at Stacey.black1@staffordshire.gov.uk

MACE Referral Pathway for CSE & CCE – Stoke-on-Trent

City of Stoke-on-Trent

STEP 1

Complete Child Exploitation Risk Factor Matrix (Please note this is not a referral form to social care which must be made via the Children's Advice and Duty Team)

LOW RISK
Make a decision in respect of the most appropriate support. Consider making referral(s) to partner agencies which you are responsible for.

Consider a referral to Specialist Services available in your area (Catch22 can offer CSE and CCE Work and YOT Prevention can offer CCE work).

Consider completion of an Early Help Assessment or CSC referal if required

Forward a copy of the RFM to the CE Mailbox Childexploitation@stoke.gov.uk Securely save/store completed RFM as per your agency's procedures – 'Confidential Records'

MEDIUM & HIGH RISK
Refer to Childrens Advice and Duty service (all medium risk cases should consider an Early Help Assessment as minimum or if deemed to meet threshold, a safeguarding referral).

A copy of all medium or High Risk RFM's to be sent to the consultant social worker in CHAD when discussing the referral. The consultant SW will then forward the RFM to the CE Coordinator via the childexploitation@stoke.gov.uk who will then add to the MACE Triage meeting.

All RFM's are then discussed at a daily multi-agency Triage meeting to make an informed decision regarding additional intervention, which will include a discussion at MACE

Child Exploitation Concerns Raised

Stoke-on- Trent CSE Coordinator
Clare Goodwin –clare.goodwin@stoke.gov.uk

Catch22 - Missing & CSE Team
Claire Boon - catch22cse@catch-22.org.uk or call 01782 237106

Catch 22- CCE Team
Gemma Mander – catch22cce@catch-22.org.uk or call 01782 237106

To view the full referral pathway and local information please visit the Stoke-on-Trent Safeguarding Children Partnership website

City of Stoke-on-Trent

catch 22

Useful Contacts:
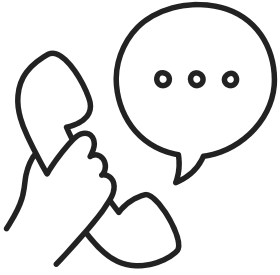
If you would like more information or support about Child Sexual Exploitation please contact:

Staffordshire Child Exploitation Team - CSEinbox@staffordshire.gov.uk

Stoke Child Exploitation Team - childexploitation@stoke.gov.uk

If a referral to Children's Social Care is required, please contact:

Staffordshire:

Staffordshire Children's Advice Service - 0300 111 8007
Monday - Thursday 8.30am -5pm and Friday 8.30-4.30pm
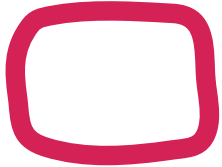Out of Hours - 0345 604 2886 / 07815 492613

Stoke:

CHAD - 01782 235 100
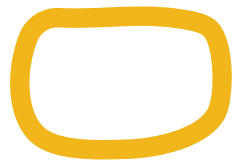Monday - Thursday 8.30am -5pm and Friday 8.30-4.30pm
Out of Hours - 01782 234 234

- If only someone had listened

- I thought I was the only one, the only one in the world

- If you Shine a Light you will probably find it

- Puppet on a String – the urgent need to cut children free from sexual exploitation

- Keeping Children Safe in Education

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www.pshestaffs.com

Ellie Chesterton
PSHE Coordinator
Stoke-on-Trent
ellie@staffscvys.org.uk

Natalie McGrath
PSHE Coordinator
Staffordshire
natalie@staffscvys.org.uk

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