

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

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SECONDARY SCHOOL POLICY ON AWARENESS AND PREVENTION OF CHILD SEXUAL EXPLOITATION

Child Sexual Exploitation

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

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

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

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

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

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

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

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

School Policy

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

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

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

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

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

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

GOVERNING BODY

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

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

DESIGNATED SAFEGUARDING LEAD

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

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

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

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

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

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

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

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

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

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

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

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

SCHOOL STAFF

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

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

E-SAFETY

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

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

See also e safety policy

Policy Review

This Policy is agreed by governors:

Date: _____

Signed: _____

To be reviewed: _____

APPENDIX 1

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

****Not an exhaustive list**

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

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

Possible Warning Signs/Risk Indicators

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

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

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

Other Significant risk indicators

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

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

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