
Guidance Document

Educating young people at
secondary school about
the dangers of child sexual
exploitation



CONTENTS

Introduction	3
Definition of child sexual exploitation	3
A whole-school approach to tackling child sexual exploitation	3
Indicators of child sexual exploitation	4
Steps that schools can take to address child sexual exploitation	5
Questions for schools when planning to teach about child sexual exploitation	6
Case Study 1: Slough and Eton High School	7
Case Study 2: Flixton Girls' School	8
How Project Phoenix can help you	9
General advice for school staff	9
External resources for schools	10

Introduction

Tackling Child Sexual Exploitation (CSE) is a priority for the Association of Greater Manchester Authorities (AGMA) and its key partners. Child Sexual Exploitation is an abhorrent crime which involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, protection, 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.

Greater Manchester's approach to tackling CSE is called Project Phoenix, which was set up following some recent high profile cases both regionally and nationally. Project Phoenix comprises a range of partners from the public and third sectors and takes an approach based on the 'Four Ps': Prevention, Protection, Prosecution and Publicity. Project Phoenix invites secondary school head teachers, designated safeguarding leads, PHSE coordinators and other safeguarding staff to contribute towards the Prevention strand of this strategy, particularly by identifying the warning signs of CSE at an early stage and taking steps to stop those young people becoming a victim, including working with key partners such as Greater Manchester Police, social workers and relevant support services. The following guidance document outlines a whole-school approach to tackling CSE as part of a school's overall safeguarding policy and suggests a range of resources that are available to schools to help educate young people about the dangers of CSE.

Definition of child sexual exploitation

There are a number of definitions of child sexual exploitation, including those developed by the Department for Education, Association of Chief Police Officers, Barnardo's and the National Working Group. All offer a comprehensive definition for use by professionals. In Greater Manchester, Project Phoenix has chosen to use the definition which was developed by the Children's Society in collaboration with young people which is as follows:

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

A whole-school approach to tackling child sexual exploitation

The Office of the Children's Commissioner report "If Only Someone Had Listened" (November 2013) recommends that all academic institutions should adopt a "whole-school approach" to tackling child sexual exploitation, with head teacher and governors providing strong leadership and giving a clear commitment about how the school will prevent and respond to the possible sexual exploitation of its pupils. School safeguarding policies should include clear information on child sexual exploitation and the approach the school takes in responding to this problem. In this context "whole-school" includes governors, all teaching and pastoral staff, pupils, parents and the local community. Schools should work with their Local Safeguarding Children's Board, their local authority and specialist child sexual exploitation teams to help address any gaps in knowledge and to identify useful teaching strategies and resources. It is crucial that all school staff receive training about what child sexual exploitation is, what the warning signs are and how to report it and there is a clear policy within the school on how concerns about child sexual exploitation can be reported. Any lessons in which child sexual exploitation is discussed should focus on online safety as well as healthy relationships, with a particular focus on young people's awareness and understanding of consent in a relationship.

Indicators of child sexual exploitation

When a young person is being sexually exploited they may exhibit a range of types of behaviour or warning signs that might indicate that they're a victim or at risk of CSE. The following list is not exhaustive but the indicators listed have been proven to correlate with being a victim of CSE:

Appearance & Behaviour

- Physical symptoms (bruising suggestive of either physical or sexual assault).
- Evidence of drug, alcohol or substance misuse.
- Volatile behaviour / mood swings / use of abusive language.
- Truancy/disengagement with education or change in performance at school.
- Low self-image, low self-esteem, self-harming behaviour, e.g. cutting, overdosing, eating disorder, promiscuity.
- Physical aggression towards others.
- Change in appearance / always tired.

Sexual

- Sexually transmitted infections / pregnancy / seeking an abortion.
- Sexually risky behaviour.
- Sexual / unexplained relationships with older people.
- History of abuse or neglect.
- Domestic violence / parental difficulties.
- Clothing - inappropriate for age, borrowing clothing from others.
- Reports that the child has been seen in places known to be used for sexual exploitation.

Relationships

- Entering or leaving vehicles driven by unknown adults.
- Hostility in relationship with parents/carers and other family members.
- Reports to suggest the likelihood of involvement in sexual exploitation (eg from friends or family).
- Associating with other young people who are known to be sexually exploited.
- Inappropriate use of Internet – & forming relationships, with adults.
- Phone calls, text messages or letters from unknown adults.
- Adults or older youths loitering outside the child's usual place of residence.

Missing / Homelessness

- Truancy.
- Placement breakdown.
- Persistently missing, staying out overnight or returning late.
- Returning after having been missing, looking well cared for in spite of having no known home base.
- Missing for long periods, with no known home base.
- Going missing and being found in areas where the child or young person has no known links.

Financial

- Petty crime e.g. shoplifting, stealing.
- Having keys to other premises.
- Expensive clothes, mobile phones or other possessions without explanation.
- Accounts of social activities requiring money.
- Possession of large amounts of money with no plausible explanation.

Steps that schools can take to address child sexual exploitation

There are a number of practical steps that schools can take to ensure good practice in relation to identifying and responding to the problem of child sexual exploitation. Examples include:

Identify a **lead Governor and member of staff for child sexual exploitation** to provide governance and scrutiny on how the school is dealing with child sexual exploitation and to give all school staff a single point of contact to report or find out more information about child sexual exploitation.

Poor attendance at school or sudden changes to attendance can be an early indication of child sexual exploitation or other problems within the family home. Attendance officers within the school can closely monitor attendance and take action where necessary. If all periods of absence are followed up with a conversation with a parent to ascertain the reasons for the absence, problems can be identified and responded to before they escalate. Schools should consider whether using recorded messages to report absences can exacerbate the problem. Attendance clubs before school have proven to be an effective way of improving pupils' attendance.

Often the best way of finding out what is going on in the life of a young person is via their friends. If there is a risk that a young person is being exploited or groomed then it is likely their **friends will be concerned and may disclose information** regarding this.

Each **Head of Year has a crucial role to play** in understanding and responding to child sexual exploitation. Regular meetings between the Head of Year, other teaching and pastoral staff and pupils will provide lots of opportunities for changes in behaviour to be noted and concerns about young people reported.

Child protection lead officers within the school and / or teaching staff **should be present at all Child Protection conferences** involving young people from that school.

Where a school has an **Inclusion Mentor (or similar role)** they should meet regularly with **Child Protection lead officers and / or designated safeguarding leads** to share information and concerns about pupils within that school.

School based police officers are a fantastic resource for a school, both in terms of dealing with criminal incidents in school and for providing advice and support to pupils and teachers in relation to matters of the law within school. School based police officers also have good links to other police departments, including neighbourhood policing and public protection. Should any child sexual exploitation concerns about a pupil be raised, the police officer can access Greater Manchester Police databases to obtain information and intelligence about any suspected perpetrators.

Ensure **staff have relevant continuing professional development (CPD)** on child sexual exploitation so that all staff know what it is, what warning signs to look out for and how to report it within the school and to external agencies including Greater Manchester Police.

All children and young people are at risk of online sexual exploitation and **schools should ensure that their e-safety procedures are robust** and that pupils are taught about online risks, how to recognise unsafe online contact and be confident to report any concerns about themselves or peers to staff in school.

Ensure that the topic of **healthy relationships** is covered in PSHE in every year group, particularly focusing on the subjects of consent, abuse and power in relationships. Ensure that there are sufficient age-appropriate resources to support this work in the classroom.

Provide **information for parents about child sexual exploitation** which can be delivered through information sessions, printed materials and signposting to relevant services

There are a number of **computer software packages** that can be used to help protect students from cyberbullying, online grooming, explicit images, harmful websites and other threats.

By putting **school staff at the school entrance** at the start and end of the school day enables schools to identify any unusual or concerning behaviour, particularly pupils receiving lifts from unrelated adults, gang members or other individuals of concern. This practice also helps the police from an evidential perspective should any offences be committed.

Unauthorised absences from school by vulnerable pupils should initiate a face-to-face meeting with a member of staff, preferably a safeguarding lead.

Questions for schools when planning to teach about child sexual exploitation¹:

The following questions are a useful starting point for teachers who are planning to discuss child sexual exploitation with their pupils:

- Have you secured the support of senior management, parents, governors and young people?
- Have you identified staff training needs to increase knowledge and develop confidence?
- Has the school explored working in partnership with the LSCB and other local specialist agencies?
- Are lessons integrated into the PSHE/SRE or other health and well-being programme in school?
- Is there sufficient time and resources to support the work?
- Have you planned how to create a safe learning environment?
- Have you prioritised topics in consultation with young people's learning needs?
- Are all staff clear about the child protection procedures in school and do you have plans in place to support young people who may disclose?

¹ Taken from the NSPCC's "Briefing: The role of schools, colleges and academies in protecting children from child sexual exploitation" (May 2013)

Case Study 1: Slough and Eton High School

Slough and Eton is a large high school and sixth form college with over a thousand pupils from a diverse range of faiths and nationalities. It considers the problem of CSE to be a priority for the school and has a whole school approach to preventing and protecting its pupils from being a victim of CSE. All staff at the school receive training in relation to CSE and are encouraged to be vigilant to the problem.

If any CSE concerns come to light the school's Child Protection lead is immediately informed. Background checks are undertaken by the school-based police officer, including seeking any information or intelligence in relation to the suspected perpetrator. If there appear to be valid concerns a referral is made to the local authority children's services department.

At this point the Head of Year is notified and any issues of confidentiality are considered and waived if there was a significant safeguarding concern. A decision is also taken at this point as to whether parents should be informed, with a particular consideration made to any cultural or faith related issues that may arise from speaking to parents. For example, revealing CSE concerns to a parent may increase the likelihood of honour-based violence or forced marriage, which would complicate the matter even further.

An action plan for the young person is drawn up by all relevant staff in the school and the young person's progress is closely monitored. The school's attendance officer would pay particular attention to any attendance issues and in instances where the young person did not attend school the attendance officer would go to the pupil's home or wherever they might be and insist that they attend school (even if they did not have a clean / suitable uniform).

PHSE provides an important opportunity for teachers to talk to pupils about healthy and safe relationships, including the issue of consent. This helps teachers to help to prevent CSE and give pupils the knowledge of what is acceptable and unacceptable in a relationship. The school-based police officer runs whole-year assemblies on the theme of personal safety and how young people can protect themselves, including in relation to CSE. The school has excellent support from external agencies and services such as Women's Aid and the school nurse runs sexual health clinics for pupils.

The school is represented on the Local Safeguarding Children's Board sub group for CSE. Forging those close links with the local authority and in particular social work managers has been crucial to the success of the school in dealing with CSE. Having a direct input into Child Protection meetings has also proven to be very effective.

Slough and Eton has seen their performance improve in a number of areas because of these approaches, including against the following performance indicators:

- Overall attendance rates for the school.
- Attendance in class.
- The number of young people accessing support, either in school or external to school.
- NEET figures for the school.
- The number of pupils achieving five or more GCSEs grade A* to C.

Case study 2: Flixton Girls' School

Flixton Girls' School is a high school academy and sixth form in Trafford, Greater Manchester. The head teacher Julie Hazeldene and her leadership team recognise that taking a whole-school approach to safeguarding and in particular sexual exploitation is the most effective way to protect their pupils from involvement in crime and gangs, to build their emotional and social behaviour and to improve attendance and attainment.

Flixton Girls' School has adopted a tiered approach to educating their pupils about sexual exploitation and dealing with any issues that may arise. This involves universal education for all pupils from years 7 to 11 in relation to healthy relationships, consent, sexual activity, rape, peer abuse, bullying, grooming, online safety and vulnerability. There is also targeted work with pupils with risk factors as defined by the Children's Commissioner's vulnerability checklist and where pupils have familial links to local gangs. Flixton Girls' School works closely with its partners including the police to share information and intelligence in relation to these pupils so that everyone is aware of the behaviour and development of these higher-risk young people.

The leadership team commissions a local voluntary organisation called Community Change Foundation to provide peer mentoring to any pupils that require additional support. This work has proven to be particularly effective in improving the behaviour of pupils where there are a number of risk factors. Community Change Foundation work with pupils for a minimum of six sessions and are experts at challenging negative behaviour and influences as well as providing support to the young person where it is needed.

Each year the school hosts a 'staying safe' day where sexual exploitation is just one of a number of themes explored by pupils, parents and the wider school community. External partners are also involved on the day, delivering sessions on the nature of exploitation and the strategies that young people and parents can take to protect themselves from grooming and abuse.

How Project Phoenix can help you

Specialist teams have been set up in each district of Greater Manchester to deal with the problem of child sexual exploitation and are there to offer advice and support to schools if you have any concerns about a young person. Teams are normally co-located and comprise a range of agencies including police, social workers, health, third sector, family support, etc. These teams are already delivering group work in schools and schools can request their input at assemblies and PSHE lessons. Their contact details are as follows:

Area	Email Address	Telephone Number
Bolton	Phoenix.Exit@gmp.police.uk	01204 337195
Bury	buryphoenix.cse@gmp.police.uk	0161 856 8002
Manchester	protect.team@gmp.police.uk	0161 856 6020
Oldham	Operation.Messenger@gmp.police.uk	0161 856 4552
Rochdale	sunrise.rochdale@gmp.police.uk	0161 856 3376
Salford	protect.team@gmp.police.uk	0161 856 6020
Stockport	Phoenix.stockport@gmp.police.uk	07810 832457
Tameside	cse.tameside@gmp.police.uk	0161 856 9359
Trafford	phoenix.trafford@gmp.police.uk	0161 856 7782
Wigan	WiganPhoenixCSETeam@gmp.police.uk	07818 510492

(NB: These contact details are correct at the time of writing, July 2014)

In addition, your Local Safeguarding Children's Board has a range of training courses in relation to child sexual exploitation which teaching staff and designated safeguarding leads can access. You can contact your local authority's children's services department for more information in relation to training and support.

General advice for all school staff

1. Familiarise yourself with the warning signs and always consider the risk of sexual exploitation when working with young people and carrying out assessments. "If you can't rule it out, rule it in," advises Carlene Firmin, assistant director of Barnardo's.
2. Share warning signs with other agencies, including police, health and teachers, to build up a picture of the young person's circumstances. This will help assess the risk and can be done via your local authority's children's services department or through the specialist child sexual exploitation teams listed above.
3. See your local safeguarding children board's website to find local multi-agency procedures.
4. If you are concerned a child or young person is at risk do not hesitate to make a child protection referral.
5. Listen to children and take their disclosures or difficult behaviour seriously.
6. If another professional, such as a teacher or specialist project worker, tells you they are making a referral about a child who has been exploited, or is at risk, action it.
7. Seek out opportunities for staff training in relation to child sexual exploitation.

External resources for schools

There are lots of resources available for schools to use which help to convey to pupils the dangers of child sexual exploitation. Project Phoenix endorses the following:

1. Chelsea's Choice is a hard hitting Applied Theatre Production which aims to raise awareness of the issues surrounding child sexual exploitation. The play tells the story of Chelsea who, having become estranged from her family and friends becomes a victim of child sexual exploitation at the hands of a perpetrator called Gary. The story demonstrates how a young person might fall victim to this type of crime and examines ways in which it could have been prevented. The play is followed by a question and answer / plenary session in which these issues are explored in further detail with the audience. The play can be targeted at young people aged over 12, parents, carers, teachers and other professionals working with young people. For more information or to book a performance, contact AlterEgo Creative Solutions on 01604 779013 or via email at AlterEgoCreativeSolutions@gmail.com
2. Cody's Choices was developed by the charity the National Working Group and is an interactive, IT-based discussion tool aimed at one-to-one and group work with young people looking at risky scenarios, the choices they might make and the potential repercussions. The accompanying comprehensive facilitator pack makes the delivery of this resource easy for teachers to pick up and get started with. Access to the Cody's Choices package requires the school to become a gold member with the National Working Group at an annual cost of £50 to the school. For this fee, the school can register up to 25 members of staff as users and as well as this resource, members have access to a range of other training packages, an online CSE library and other resources aimed at supporting professionals in dealing with CSE. For more information contact the National Working Group on 01332 585371 or via the email network@nwgnetwork.org
3. Somebody's Sister, Somebody's Daughter is a play written by Mike Harris and performed by GW Theatre Company. It gives a powerful insight into how a fifteen year old girl can be sexually exploited by a group of older men and touches on the dangers and complex issues involved in such a sensitive subject matter. The play is aimed at secondary school pupils but can also be delivered to parents and professionals to highlight ways in which some perpetrators target vulnerable young people. Following each performance the actors stay in character to give the audience an opportunity to ask them questions about their experiences. More information can be obtained via email at gwthetheatre@aol.com or by calling 07976 853988.
4. "Real Love Rocks" is a programme developed by Barnardo's to promote healthy, consensual, safe relationships amongst children and young people. It seeks to raise awareness of grooming, child sexual exploitation and online safety. It has two editions to allow age appropriate learning for children and young people in both primary and secondary school. This is a preventative resource designed to be used within universal services. It has been designed to be delivered by teachers, school counsellors, youth workers and other professionals who have experience of delivering sex and relationship education to young people. The resource pack costs £95 and with training is £125. For more information or to order a pack, contact Barnardo's on 0161 707 0222 or via email RLR@Barnardos.org.uk
5. CEOP's "Thinkuknow" programme provides a range of free educational resources (including films, lesson plans, presentations, practitioner guidance, games and posters) to professionals

working with children and young people. Through the use of our educational materials you can help to empower and protect young people from the harm of sexual abuse and exploitation, both online and off. For more information go to the CEOP website at <https://www.thinkuknow.co.uk/Teachers/>