




Project Phoenix

Handbook

**Multi-agency guidance for
delivering effective strategies to
tackling child sexual exploitation
in Greater Manchester**



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Introduction

The following handbook of good practice in tackling Child Sexual Exploitation (CSE) was developed in 2014 by a range of key stakeholders as part of Greater Manchester's Project Phoenix. The purpose of this handbook is to promote good practice and improve the consistency of service delivery in all ten districts of Greater Manchester, particularly local authorities, Greater Manchester Police (GMP), high schools and further education institutions, the third sector, public health and other key safeguarding and community safety partners.

Background to Project Phoenix

Following extensive scoping with relevant stakeholders in April 2012, the Greater Manchester Safeguarding Partnership (GMSP) published a broad overview of the current response to CSE in Greater Manchester, including an analysis of the key risks and opportunities faced by all parts of the system. Partners to GMSP formally committed to developing response strategically, tactically and operationally. Senior members of partner agencies (Directors of Children's Services, GMP, GM NHS Cluster, the Crown Prosecution Service, St Mary's Sexual Assault and Referral Centre, Greater Manchester Police Authority and the Association of Greater Manchester Association's (AGMA) New Economy) met and established a common priority to tackle CSE together, from prevention to long term therapeutic support, including disruption and effective prosecution where appropriate. This GM-wide approach is known as Project Phoenix.

In May 2013, a paper was presented at the AGMA Wider Leadership Team which proposed a more integrated model of working in relation to CSE, with all key stakeholders working to a standard set of guidelines and operating procedures based on best practice in Greater Manchester and nationally. These proposals included the formation of specialist multi-agency, co-located CSE teams in each of the ten AGMA authorities along with a recommendation that areas should seek out opportunities for cluster arrangements between two or more authorities wherever possible.

Phoenix is governed by an Executive Board and its business – in the form of an annually-refreshed project plan – is managed by a steering group. A project manager is responsible for building effective partnerships and overseeing the implementation of the project plan. The content of this handbook has been developed through this method, including via a series of thematic task and finish groups and through close operational links with the various CSE specialist teams across the conurbation.

Definition of CSE

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)."

The Handbook

Each section in this handbook has been developed in partnership with CSE experts within Greater Manchester and nationally. The content reflects current best practice in relation to dealing with CSE through integrated partnership working and Phoenix is confident that by local CSE partnerships adhering to the guidance and standards within this handbook, young people will be better protected, families will be better supported, perpetrators will be identified / disrupted / arrested and the general public will be better informed. Each section is also available as a separate guidance document which can be downloaded at the website www.itsnotokay.co.uk



Screening and referral processes

Introduction

The following section has been produced as a guide for local authorities to ensure that appropriate screening for child sexual exploitation (CSE) is taking place at the point at which referrals in relation to concerns about a child are received by Children's Services and to recommend a referral process for all cases in which a young person is at risk of or a victim of CSE. This guidance was produced following consultation with local authority CSE leads in Greater Manchester and an understanding of good practice nationally in dealing with CSE.

Screening

Every local authority in Greater Manchester has a single front door for referrals into Children's Services for concerns about a child or young person. Phoenix recommends that all staff working at the front door screening referrals should have received comprehensive training in CSE, including a thorough understanding of what CSE is, what the warning signs and risk indicators of CSE are and what to do with that referral should they have any concerns about CSE. Phoenix also recommends that whichever electronic system the local authority uses to record Children's Services data should include a question about whether there are any CSE concerns in relation to the child at the point of screening. The following is a screenshot from Rochdale's Liquid Logic system:

● Further Information

Source Type

Advice organisation ▼

Contact Outcome Code

Application to become a carer ▼

Contact Reason Code

Act as Appropriate Adult ▼

Is there a current CAF for this child?

☒ Yes ☐ No ☐ Not Applicable

Was a CAF sent with this Contact?

☒ Yes ☐ No

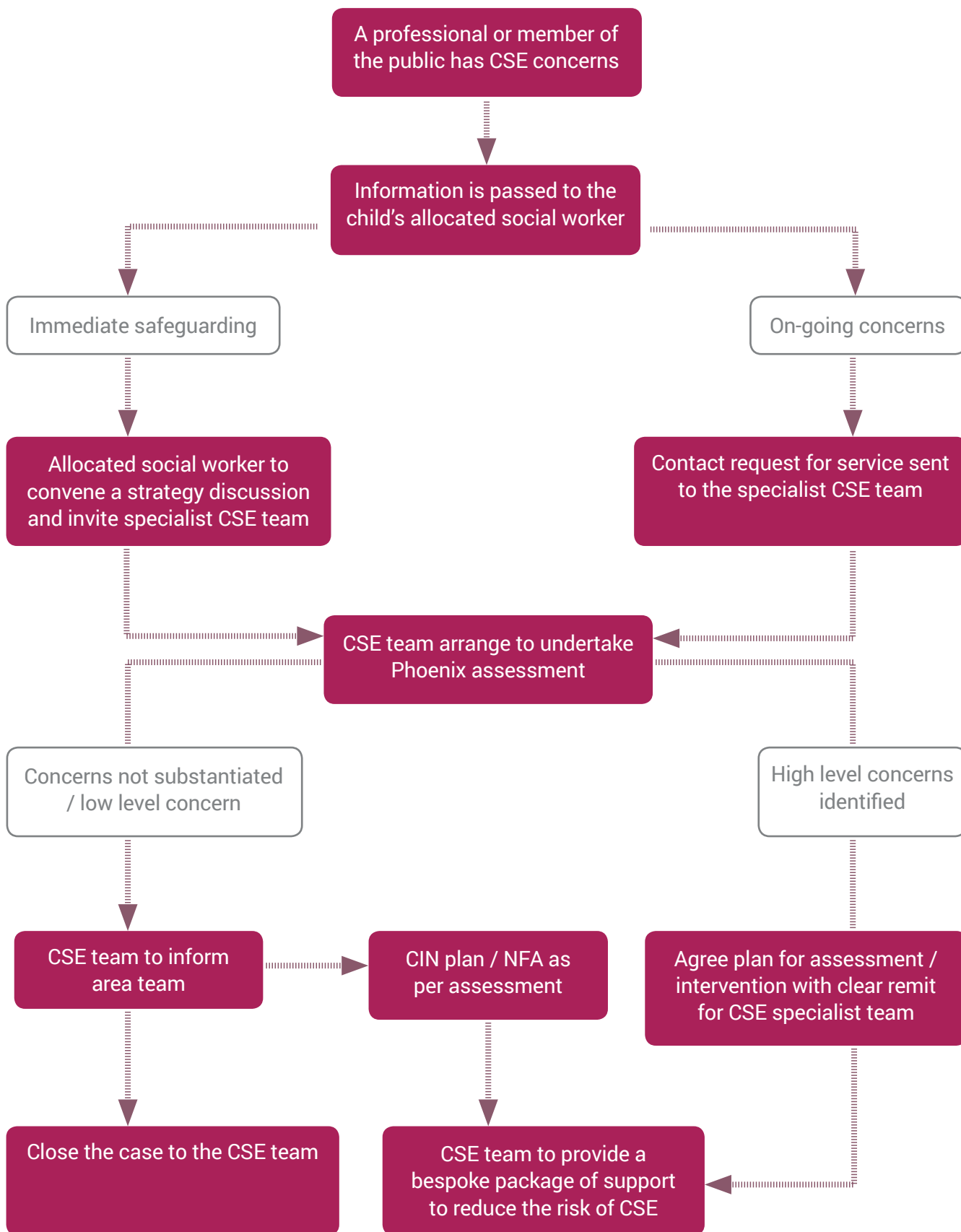
Does anything contained in the information gathered thus far raise concerns regarding Child Sexual Exploitation?

☐ Yes ☒ No

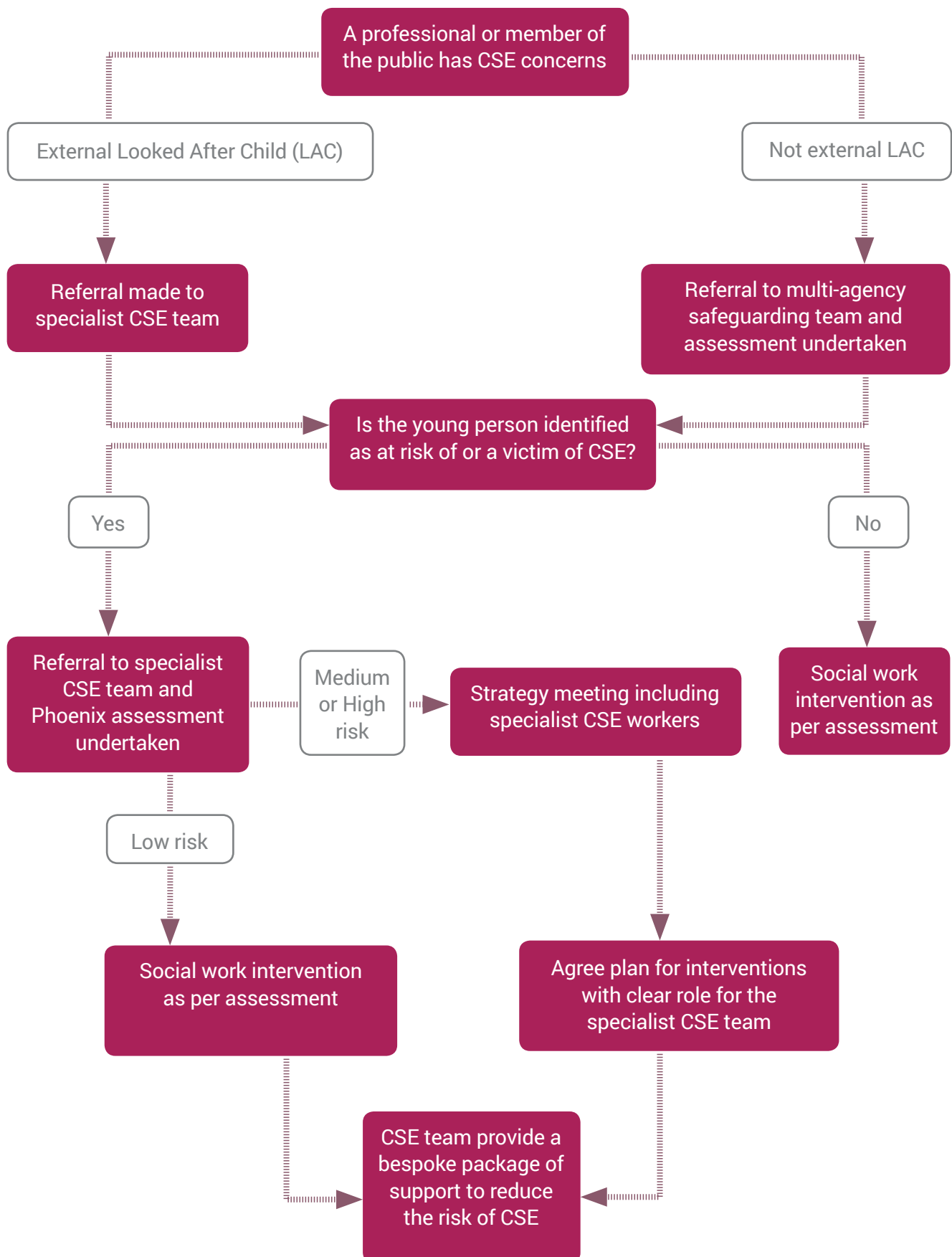
Referral Process

After the case has been screened it is important that all staff working at the front door understand the referral process for cases in which there are concerns about CSE. The following diagrams are **illustrations** of how this referrals process might work in each local authority, depending on whether or not the young person is already open to Children's Services. Each local authority in Greater Manchester may choose to have a slightly different referral process and the terminology may be different in each area, but Phoenix believes these diagrams to be a robust example of how referrals should be made into specialist CSE teams.

Cases currently open to Children's Services



Cases NOT currently open to Children's Services





Positive relationships and online safety: Guidance for primary schools

This resource pack is intended for use by primary schools to support children to become responsible digital users and to raise their awareness of the risks of some behaviour online irrespective of the technology they are using.

'Sexting' is the exchange of sexual messages and images, creating, sharing and forwarding sexually suggestive nude or nearly nude images through mobile phones or other internet enabled devices. Sexting takes place between 'friends'. It affects both girls and boys. It is not an issue to be dealt with in isolation but an increasingly integral part of children's online social lives where they are subject to peer pressure/ gender based bullying to participate. The behaviour has become an issue in primary schools where children may not realise how the behaviour makes them vulnerable

to being coerced into more sexual activity/ sexual exploitation. Sexting can be hidden behaviour because children don't tell adults what they have done because they think adults will judge them.

The issue links very closely to sex and relationships education. Teaching about puberty before children experience it is essential to ensure that pupils' physical, emotional and learning needs are met and that they have the correct information about how to take care of their bodies and keep themselves safe. Teaching about puberty is also considered a key safeguarding issue by OFSTED. The May 2013 OFSTED evaluation identified that good SRE teaching (in primary stage this should focus on friendships, feelings and boundaries) enabled pupils to make informed decisions

about dealing with risk helped them to resist peer pressure more effectively. Schools can best tackle sexting through these activities which link into the curriculum requirements:

- Teach pupils how to reduce risk of harm when using technology
- Develop pupil's skills to understand what material is/ is not appropriate to share
- Build pupil's resilience to make informed choices and cope with risk
- Ensure pupils know how to report and enable them to have confidence to talk to an adult about any concerns they may have for themselves or for other pupils.

The framework suggests various resources that are available from reputable sources online and a suggested age group for their use. Some of these are to encourage general online safety and some are more specifically related to sexting. It is up to individual schools to decide which resources should be used, the frequency of their use and whether these are whole school, year group or gender group activities. However, it is recommended that input is provided on a 'little and often' basis to reinforce effective learning.

Apart from the NSPCC resources and the Jigsaw assembly which look (obliquely) at sexual behaviour the remainder of the resources do not require parental consent but parental involvement would ensure consistency of use between home and school.

The framework identifies resources on a key stage basis. Most activities do not use a computer. There is also a section for teachers to prepare/ update themselves on the general issues over and above the teacher notes and activity descriptions.

A useful period to timetable some of this activity is around Safer Internet Day which is always the second Tuesday in February and is a Europe wide event. Resources are provided / updated for schools on the theme for the year and are publicised via Office Online.

Foundation Stage resources

Concern	Teaching Action By School Resources available	Links to other processes	Parental Consent/ Involvement required
Friendship and responsibility online Foundation/ KS1	Story Book – Digiduck’s big decision Available to order or download www.childnet.com/resources/digiducks-big-decision		No
Keeping safe on the Internet Foundation/ KS1	Storybook – The adventures of Smartie the Penguin e-book – available as a download www.childnet.com/resources/smartie-the-penguin-e-book		No
Using the Internet Safely Foundation	Lee and Kim from ThinkUKnow Teachers Portal Teachers notes Lesson plans and supporting materials Song Post www.thinkuknow.co.uk/teachers/		No

Key Stage 1 resources

Concern	Teaching Action By School Resources available	Links to other processes	Parental Consent/ Involvement required
Friendship and responsibility online Foundation/ KS1	Story Book – Digiduck’s big decision Available to order or download www.childnet.com/resources/digiducks-big-decision		No
Keeping safe on the Internet Foundation/ KS1	Storybook – The adventures of Smartie the Penguin e-book – available as a download www.childnet.com/resources/smartie-the-penguin-e-book		No
SMART rule for Keeping Safe on the Internet KS1 and KS2	Childnet primary resources Childnet’s SMART rules have proved effective in keeping younger children safe online. SMART Rules = Safe, Meet, Accepting, Reliable, Tell Animation – the adventures of Kara, Winston and the SMART crew – suitable for 6-11yrs Activities and Supporting resources www.childnet.com/resources/know-it-all-for-primary Also links to children’s area of the website: www.childnet.com/young-people/primary A fuller list of resources can be found at: www.childnet.com/resources		No
Using the Internet Safely KS1	Lee and Kim from ThinkUKnow Teachers Portal Teacher’s notes Lesson Plans and supporting materials Cartoon Song www.thinkuknow.co.uk/teachers/ Links to the 5-7 children’s area of the TUK website www.thinkuknow.co.uk/5_7/		No
Using the Internet Safely KS1	Hector’s World from ThinkUKnow Teachers Portal Lesson plans and supporting materials. www.thinkuknow.co.uk/teachers/ Links to the 5-7 children’s area of the website www.thinkuknow.co.uk/5_7/		No

Concern	Teaching Action By School Resources available	Links to other processes	Parental Consent/ Involvement required
General online safety KS1/KS2	Safer Internet Day resources available from the UK Safer Internet Centre There are primary resource packs available on the Safer Internet Day website. The packs contain a range of resources for assemblies, lessons and supporting activities. Let's create a better internet together (2015) Creating a better internet (2014) Connect with respect (2013) Discovering the digital world together safely (2012) Virtual lives (2011) www.saferinternet.org.uk/safer-internet-day/2014		No
General online safety KS1/KS2	Video - Can I be your friend – English National Opera available on YouTube Explores the language of social networking/ virtual world and prompts viewers to question whether we would take this action in the real world.		No
General online safety KS1/KS2	Video - Can I be your friend – English National Opera available on YouTube Explores the language of social networking/ virtual world and prompts viewers to question whether we would take this action in the real world.		No
CyberBullying KS1/KS2	Use the primary anti-bullying resource pack Cybermentors www.beatbullying.org/	May need risk assessment to decide whether CAF/TAC process required or CP referral	No

Concern	Teaching Action By School Resources available	Links to other processes	Parental Consent/ Involvement required
Trolls KS1/KS2	<p>Beware of lurking trolls</p> <p>Portsmouth City Council and Portsmouth Safeguarding Children Board have developed a resource pack for primary school age children about their online behaviour.</p> <p>There is a downloadable story book, a top tips leaflet and a poster available from the link below. www.portsmouth.gov.uk/ext/learning-and-schools/learning/beware-of-lurking-trolls!.aspx</p> <p>There is also a video on YouTube www.youtube.com/watch?v=d8D8i0fO3Uo</p> <p>and a Facebook page to engage with for updates www.facebook.com/lurkingtrolls</p>		No Consent. Would be useful resource to show parents as they are seen as the good helpers for children who find themselves caught up in this situation.
General Safeguarding (links to Keeping Children Safe in Education requirement) KS1	<p>The Underwear Rule (PANTS)</p> <p>This is a resource aimed at supporting parents to have conversations with their children about keeping safe from abuse without mentioning sex.</p> <p>Helps children understand that some areas of their body are private.</p> <p>Not a school resource primarily but can be adapted. There are leaflets for parents and leaflets for children available from the NSPCC website.</p> <p>Use this web-link: www.nspcc.org.uk/help-and-advice/for-parents/keeping-your-child-safe/the-underwear-rule/the-underwear-rule_wda97016.html?utm_source=google&utm_medium=cpc&utm_campaign=Underwear_Rule_BND_B&utm_term=the_underwear_rule_nspcc&gclid=CIDfqbrzjcACFYofwwodzEwAyQ&gclidsrc=aw.ds</p> <p>For details about NSPCC's collaboration with O2 aimed at parents go to: www.nspcc.org.uk/fighting-for-childhood/about-us/partners/nspcc-o2-online-safety-partnership/</p>	<p>None</p> <p>If children raise issues of concern/ disclose abuse as a result of the learning then an appropriate referral should be raised by the DSL</p>	<p>Yes (includes sex abuse)</p> <p>Parents can use the leaflet to follow-up this activity at home.</p>

Concern	Teaching Action By School Resources available	Links to other processes	Parental Consent/ Involvement required
General online safety KS1/KS2	Safer Internet Day resources available from the UK Safer Internet Centre There are primary resource packs available on the Safer Internet Day website. The packs contain a range of resources for assemblies, lessons and supporting activities. Let's create a better internet together (2015) Creating a better internet (2014) Connect with respect (2013) Discovering the digital world together safely (2012) Virtual lives (2011) www.saferinternet.org.uk/safer-internet-day/2014		No

Key Stage 2 resources

Concern	Teaching Action By School Resources available	Links to other processes	Parental Consent/ Involvement required
SMART rule for Keeping Safe on the Internet KS1 and KS2	Childnet primary resources Childnet's SMART rules have proved effective in keeping younger children safe online. SMART Rules = Safe, Meet, Accepting, Reliable, Tell Animation – the adventures of Kara, Winston and the SMART crew – suitable for 6-11yrs Activities and Supporting resources www.childnet.com/resources/know-it-all-for-primary Resources are available with subtitles and BSL. Also links to children's area of the website: www.childnet.com/young-people/primary		No
Using the Internet Safely KS2	CyberCafe – from ThinkUKnow Teacher's portal Lessons and worksheets on connected topics www.thinkuknow.co.uk/teachers links to 8-10 year old children's area of the TUK website www.thinkuknow.co.uk/8_10/		No
General Online Safety KS2	Staying Safe Online resources for KS2 Childnet resources that can be accessed via the Times Education portal. Teacher guides and supporting activity sheets www.tes.co.uk/teaching-resource/Staying-Safe-Online-Resources-for-Key-Stage-2-6400807/		No
CyberBullying KS1/KS2	Use the primary anti-bullying resource pack Cybermentors www.beatbullying.org/	May need risk assessment to decide whether CAF/TAC process required or CP referral	No

Concern	Teaching Action By School Resources available	Links to other processes	Parental Consent/ Involvement required
Trolls KS1/KS2	Beware of lurking trolls Portsmouth City Council and Portsmouth Safeguarding Children Board have developed a resource pack for primary school age children about their online behaviour. There is a downloadable story book, a top tips leaflet and a poster available from the link below. www.portsmouth.gov.uk/ext/learning-and-schools/learning/beware-of-lurking-trolls!.aspx There is also a video on YouTube www.youtube.com/watch?v=d8D8i0fO3Uo and a Facebook page to engage with for updates www.facebook.com/lurkingtrolls		No Consent. Would be useful resource to show parents as they are seen as the good helpers for children who find themselves caught up in this situation.
Inappropriate information shared on the internet including photographs. Understanding of privacy settings. Knowing where to find help. KS2	Safer Internet Day Assembly Resources from ThinkUKNow Teachers portal: Jigsaw. (Also available from teachertube or YouTube) Resource pack contains video with resources for activities to support the learning. Suitable for KS2. www.thinkuknow.co.uk/teachers/	May need to consider risk assessment to determine CAF/TAC/CP involvement for a specific child.	Possibly
Self-Generated Images- Sexting	Sexting advice from Childline www.childline.org.uk/explore/online-safety/pages/sexting.aspx?utm_source=google&utm_medium=cpc&utm_campaign=NSPCC_-_Sexting&utm_term=facts_about_sexting&gclid=CJefrN2MjsACFQsKwwodXTMA0A&gclidsrc=aw.ds Introduces the ZipIT app for phones.	Consideration of risks to the child. May need to consider CAF/TAC or CP referral depending on activity.	Yes

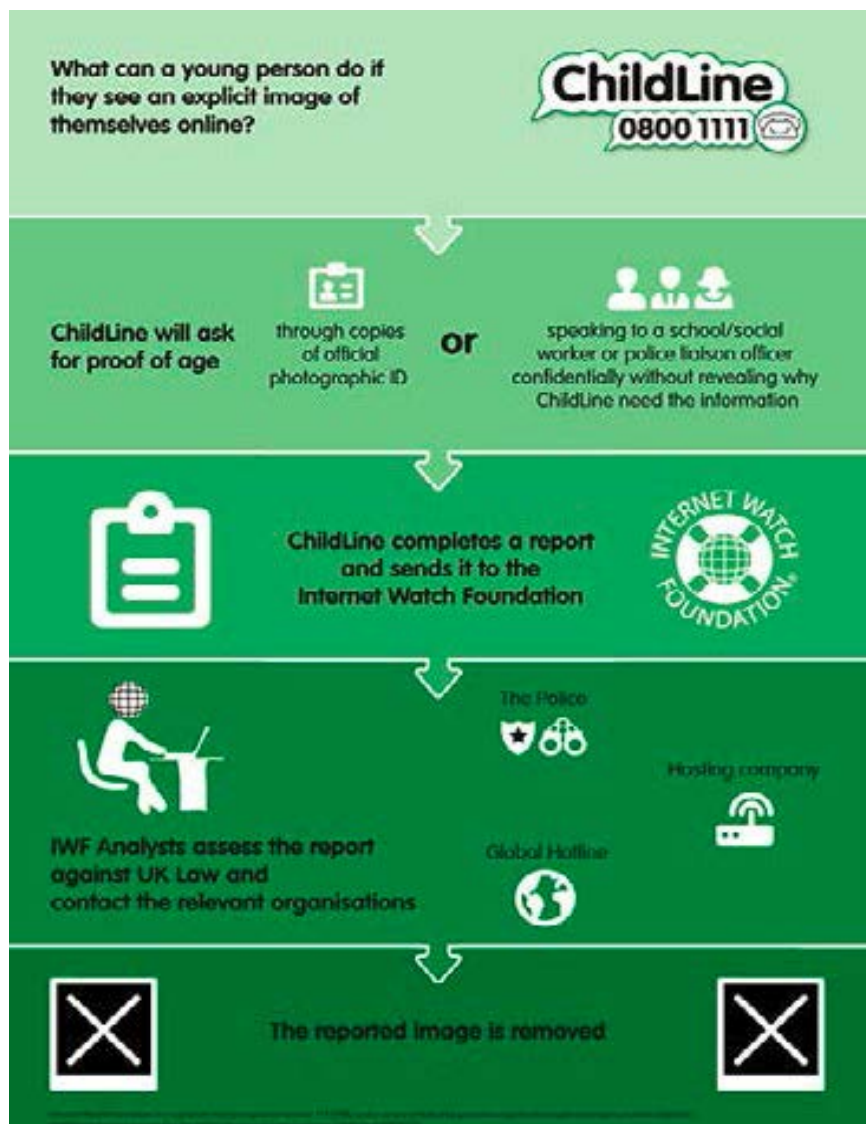
Concern	Teaching Action By School Resources available	Links to other processes	Parental Consent/ Involvement required
CSE	<p>Real Love Rocks</p> <p>Real Love Rocks is a programme developed by Barnardo's Safer Futures West Child Sexual Exploitation Service to promote healthy, consensual safe, relationships amongst children and young people. It seeks to raise awareness of grooming, child sexual exploitation and online safety.</p> <p>www.barnardosrealloverocks.org.uk/</p> <p>Resource pack available from Barnardo's- free training available to all GM schools (time limited)</p>		

Teachers

Area to be addressed	Resources available	Links to other processes
Assessment tool for sexual behaviour	Brook traffic lights resource Online package that supports learning about sexual development and offers a risk assessment tool that works on a traffic lights system www.brook.org.uk/index.php/traffic-lights	Provides resources across the age range. Links to RSE resources.
General knowledge of online safety	KnowItAll for primary – teachers presentation Useful background information that supports the use of the ChildNet resources. www.childnet.com/resources/know-it-all-for-primary/teachers-presentation Childnet offer a comprehensive resource sheet of websites: www.childnet.com/resources/primary-teachers-resource-sheet Childnet will provide primary activity days for pupils and sessions for staff. There is a charge. www.childnet.com/what-we-do/our-work-in-schools	Curriculum resources
General knowledge of online safety	ThinkUKnow presentation Child Exploitation and Online Protection (CEOP) centre presentation to provide background information about online safety. Presentations provided locally – will be advertised on learning leads.	Curriculum resources
Cyberbullying	Primary resource pack Cyberbullying guidance and resources (Digizen) available via the Childnet website. These resources are aimed at KS3/4 pupils but would be useful for staff to understand the issue. www.childnet.com/young-people/secondary/hot-topics/cyberbullying	Links to anti-bullying work
Sexting	Sexting advice for teachers from the NSPCC www.nspcc.org.uk/Inform/resourcesforteachers/good-practice/protecting-children-from-sexting_wdf96826.pdf	Need to understand how this links to screening, searching and confiscation advice for head teachers.
Online Safety Children with SEN	Background information from the UK Council for Child Internet Safety (UKCCIS) www.saferinternet.org.uk/content/childnet/saferinternetcentre/downloads/Research_Highlights/UKCCIS_RH_20_SEN_Children.pdf STAR SEN Toolkit from Childnet – aimed at children with autism in KS3/ KS4 www.childnet.com/resources/star-toolkit	

Area to be addressed	Resources available	Links to other processes
	<p>Leaflets available from the UK Safer Internet centre Facebook Checklist – free leaflet. Postage to be paid. Email safety@swgfl.org.uk Early Years Toolkit - £20 per copy Email as above.</p>	
CSE	<p>www.itsnotokay.co.uk/ Phoenix project website with resources and information for parents and professionals.</p>	

What to do if a child has an unwanted explicit image of themselves online?





Educating young people at secondary school about child sexual exploitation

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 and 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 (e.g. from friends or family).
- Associating with other young people who are known to be sexually exploited.
- Inappropriate use of Internet and 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 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 gwtheatre@aol.com or 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 www.thinkuknow.co.uk/Teachers/



Guidance for disrupting child sexual exploitation

What does disruption activity mean in relation to Child Sexual Exploitation?

There are a number of ways in which local authorities, police and other key partners can reduce the prevalence of Child Sexual Exploitation. Project Phoenix is committed to the four Ps in relation to tackling Child Sexual Exploitation:

- Prevent the abuse from happening;
- Protect young people who are victims or at-risk of sexual exploitation;
- Prosecute offenders wherever possible;
- Publicise this activity, including how people can report Child Sexual Exploitation.

Disruption activity is linked to the prevention strand of this activity. Disruption usually involves agencies working in partnership to target a location at which it is suspected that Child Sexual Exploitation is taking place, with the common objective of gathering information and intelligence about that location and taking steps to reduce the likelihood of a child or young person becoming a victim there. Often the location in question is a premise or group of premises frequented by both young people and adults. This could be a residential property, shop, takeaway, off licence, shisha bar or other similar premise.

Who are the key partners in relation to disruption activity?

The following is a list of agencies and services that have powers available to them in relation to some of these locations and premises that means they could participate in this disruption activity. This list is by no means exhaustive and does not include organisations from the private and voluntary sectors who could also play a key role in disruption activity (although consideration should be given to how information and intelligence in relation to Child Sexual Exploitation is shared with these organisations). It is important to note that whilst the police are a key partner in this work, disruption activity should not be seen as a police operation to which other agencies contribute. All partners have something to gain from disruption activity and as such ownership should be shared rather than being the responsibility of the police.

- Police (including neighbourhood policing, public protection, detectives, etc.);
- Social workers;
- Fire and Rescue Service;
- Housing providers;
- Trading standards;
- Local authority licensing;
- Local authority planning;
- Community safety;
- Youth offending service;
- Department for Work and Pensions;
- Benefit fraud investigations;
- HM Revenue and Customs;
- UK Border Agency.

What powers do these partners have?

Greater Manchester Fire and Rescue Service (GMFRS)

Within GMFRS the key contacts are in the Fire Protection Department. Each district of Greater Manchester has Fire Protection Officers that act as the most appropriate point of contact for disruption activity and targeted operations.

Statutory Legislation – The Regulatory Reform (Fire Safety) Order 2005 which covers all premises other than dwellings which includes hospitals, shops, offices, factories, warehouses, places of public assembly, churches, mosques, sheltered accommodation, care homes, HMOs and common areas of blocks of flats.

General fire safety requirements are as follows:

- The duty of the responsible persons to take general fire precautions.
- Provide a suitable and sufficient fire risk assessment.
- Eliminate or reduce the risk from fire and from dangerous substances.
- Provide adequate emergency routes and exits, firefighting and detection, emergency lighting and training.
- The provision of information to employees.
- Cooperation and coordination between relevant persons sharing responsibility for multi occupied premises.

If the outcome of an audit inspection is deemed unsatisfactory the responsible person will either be notified of minor deficiencies or enforcement action applied to support the premises in meeting the relevant fire safety standard. If the contravention is deemed so serious where **death or serious injury to persons may occur** then prohibition of use and prosecution may follow.

Local Authority Planning Department

Every Local Authority has Planning Enforcement Officers, whose role is to investigate breaches of planning control including unauthorised buildings, unauthorised uses of land and buildings, the regular monitoring of developments for which planning permission has been granted to ensure compliance with the terms and conditions of a planning permission, untidy land, illegal advertisements and the illegal stationing of caravans on land, initiate action and co-ordinate activity to secure removal.

Upon investigating alleged breaches of planning control Enforcement Officers must make an assessment of the impact of the development or change of use in order to recommend the appropriate course of action to be taken to either regularise the breach or to update the complainant with the reasoning behind the Local Authority not taking any further action. Enforcement Officers are required to advise before taking action to protect and enforce.

It is imperative to ensure an auditable trail of actions and that those actions are based upon the law, government guidance and evidence. Discussion and negotiation does not end when enforcement action has been authorised any more than a planning application ends with the issue of the permission. Ultimately it is the cessation of the breach that is important and an amicable solution the preferred option.

Planning Enforcement Officers can only investigate breaches of planning legislation. If the work which has been carried out does not need planning permission, or if the works have been carried out in accordance with a planning permission, enforcement action cannot be taken. Also, some matters do not fall within the scope of either development control/planning services and therefore cannot be investigated, for example:

- noise complaints;
- highway related issues;
- operating a business from home where the main use is as a residence and this does not cause local problems;
- parking a caravan within the boundary of a residential property provided that it is ancillary to the dwelling (for example, if it is stored);
- parking of commercial vehicles on the highway, even in residential areas;
- boundary disputes;
- covenant issues.

Planning Enforcement Officers tend not to actually enter a property, instead they observe works carried out to extend or alter the exterior appearance of the building or matters concerning the surrounding land.

Public Protection Teams

Local Authority Public Protection Teams comprise the three functions formerly known as:

- Trading Standards;
- Environmental Health;
- Licensing.

There are numerous detailed and specific powers available to Public Protection Teams as defined in numerous forms of government legislation. These powers can best be summarised as being access to trade premises during business hours, usually without giving notice. Typically, this would involve visits to premises for routine inspection, for example: food safety, health and safety, compliance with licensing conditions, etc. Alternatively, such powers may be invoked where there is a suspicion that criminal offences are being committed and the goods may need to be seized as evidence, for example due to counterfeiting or because of poor product safety. This access to trade premises without warning is a particularly useful and unique addition to any disruption operation and activity.

On entering a premise, officers from Public Protection Teams will look for evidence of:

- Is there a CCTV system and is it properly working?
- Presence of children in the shop or in the vicinity, which may suggest CSE.
- Presence of beds, similar furniture, pillows, bedding, etc. in offices in the premises.
- Blocked fire escapes.

Some examples of the types of things other agencies should look for and report into Public Protection Teams if they're not present are:

- Food being kept or prepared in unhygienic manner.
- Unsafe situations or clear health and safety breaches, such as loose electrical cables.
- Possible breaches of licence conditions, for example defective CCTV, licence not properly displayed, etc.
- Presence of any consumer items which look obviously unsafe or counterfeit.

Local Authority Revenues and Benefits Team

Local Authority Revenues and Benefits Teams predominately deal with Benefit Fraud in relation to Housing Benefit and Council Tax Benefit, as well as investigating DWP benefits such as Job Seeker's Allowance and Disability Living Allowance under the Welfare Reform Act 2007. Council Tax single person's discount, Direct Payment Fraud and Disability Blue Badge fraud are also investigated by this team.

Each Benefit Fraud Investigator is an authorised officer in accordance with the Social Security Administration Act 1992. They can exercise powers under Sections 109b and 109C in respect of Housing Benefit and Council Tax Benefit. In addition they can exercise such powers under The Council Tax Reduction Schemes (Detection of Fraud and Enforcement) (England) Regulations 2013.

Under the above powers an employer is legally required to provide any information requested about employees such as wage details, bank details, next of kin, National Insurance number, date of birth, period of employment, address, etc.

Information can also be legally requested under the Social Security Fraud Act and this team can obtain information from banks or utility companies via the National Anti-Fraud Network. Additional information can be accessed via DVLA, Credit Checking Agencies, the Land Registry, Companies House and the Electoral Register.

Benefit Fraud investigators do not hold powers of entry and would have to work with the police to obtain a warrant to gain entry to a premise.

During the course of a Fraud Investigation officers may apply for permission through RIPA to conduct surveillance, mindful to meet the criteria of the Protection of Freedoms Act 2012

As part of a Fraud Investigation, visits may be undertaken to properties to speak with the occupants who either reside or work there. As part of this visit officers are asked to pay particular attention to the following:

- Number of people occupying the property;
- Information on people in the property and their personal details, such as their names, dates of birth, etc.;
- Details of the landlord or letting agent;
- The condition of the property, particularly to gauge whether the occupants are living in poor or uninhabitable conditions;
- The presence of any children of school age in the property, particularly during school time;
- Any welfare issues with the occupants;
- Any signs of illegal activity, for example the presence of drugs;
- Any health and safety concerns, such as the absence of a smoke alarm;
- Information or intelligence from neighbours, such as noise nuisance.

There are many examples of how working jointly with Benefit Fraud investigators can reap benefits for other partner agencies and organisations. Often the Benefit and Revenues Team will hold information about individuals and families in relation to the benefits they're claiming which would be useful to other partners, in particular the police. If Benefit Fraud Investigators become aware of a property which is empty or is a House of Multiple Occupancy then this information is routinely shared with the landlord, GMFRS, Strategic Housing, etc.

Strategic Housing – Private Rented Sector

Service Statutory legislation exists in the form of the Housing Act (2004 Parts 1-4) which applies to all residential premises within an area to deal with both property conditions affecting the health and safety of its occupants and the management of such premises. This legislation can be applied to any premise that is being used for residential purposes, for example domestic dwellings, commercial, outbuildings, etc. It can also be applied to deal with empty dwellings.

The Local Housing Authority (LHA) has a duty to:

- Inspect the condition of all housing stock within its area.
- Deal with category one hazards and has the power to deal with any category two hazards found within a residential premise and has a range of enforcement powers including powers of entry available to them to carry out this function.
- Licence all mandatory Houses of Multiple Occupation (HMOs) within its Borough (HMOs are when five or more unrelated people are living in three or more storeys of a premise).

The LHA has the power to apply for Management Orders for certain types of residential premises including empty properties to bring them back into use.

The Protection from Eviction Act (1977) states that:

Failure of a landlord to follow civil procedures to seek possession of their property is a criminal offence and the Local Authority has the power to prosecute.

Assured shorthold tenants enjoy considerable security of tenure and protection against harassment. Actions such as verbal abuse, physical abuse, withdrawal of services such as electric, entering the property without consent are all acts that could constitute harassment.

Community Safety / Anti-Social Behaviour Service

Since receiving Royal Assent in March 2014, the Anti-Social Behaviour, Crime and Policing Act (2014) gives local authorities and its partners the following tools and powers that may be used to against a person or premise:

- Injunction to Prevent Nuisance and Annoyance
- Criminal Behaviour Order
- Police Dispersal Power
- Community Protection Notice
- Public Spaces Protection Order
- Closure Power

The Local Authority has other enforcement tools and powers at its disposal, such as those contained within the following pieces of legislation:

- Environmental Protection Act (1990) with regards to fly-tipping (s33); domestic and commercial waste obligations (ss34, 46 and 47); deposits of waste on land (s59); waste receptacles (s60); and litter (s87 and subsequent sections relating to control notices).
- Clean Neighbourhoods and Environment Act (2005) with regards to nuisance vehicles including vehicles advertised for sale on the highway (s3 and subsequent sections); and abandoned vehicles (s10 and subsequent sections).
- The Dogs (Fouling of Land) Act in relation to individuals who fail to clean up after their dog after it has fouled.
- The Town and Country Planning Act (1990) and the Highways Act (1980) in relation to abandoned vehicles (also the Refuse Disposal (Amenity) Act 1978) and fly-posting.
- The Prevention of Damage by Pests Act (1949) with regards to accumulations of waste on private land.
- The Public Health Act (1936) with regards to accumulations of waste in an alley or passageway.
- The Control of Pollution (Amendment) Act (1989) with regards to the transportation of controlled waste (s5).
- Environment Act (1995) (s108) with regards to entry onto land and requiring information.

Information and intelligence gathering

Effective sharing of information between professionals and local agencies is essential in identifying, assessing and providing services to children and young people, as well as identifying and targeting perpetrators at the earliest opportunity. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children. To ensure effective safeguarding arrangements:

All organisations should have arrangements in place which set out clearly the processes and the principles for sharing information between each other, with other professionals and with the LSCB and no professional should assume that someone else will pass on information which they think may be critical to keeping a child safe. If a professional has concerns about a child's welfare and believes they are suffering or likely to suffer harm, then they should share the information with local authority children's social care.

If any professional has information about child sexual exploitation then they should consider one of the following responses:

1. If a child is deemed at immediate risk of significant harm i.e. physical, sexual, emotional harm or neglect, then they should contact the police on 999 and provide as much information as possible so that police can put in place an immediate response.
2. If at any time it is considered that the child may be a child in need as defined in the Children Act 1989 (his or her health or development is likely to be significantly impaired, or further impaired, without the provision of services from the local authority), or that the child has suffered significant harm or is likely to do so, a referral should be made immediately to local authority children's social care. This referral can be made by any professional.
3. If the information is not about a child in immediate or near danger then the professional should fill in the information report listed below and e-mail to the appropriate child sexual exploitation team. A list of email addresses is also attached. There are currently nine geographical specialist teams and the information should be forwarded to the local team appropriate to the intelligence i.e. information about a Manchester City Centre takeaway would go to Phoenix – Protect. Examples of this type of information would include details of suspicious persons approaching young people in parks, registration numbers of vehicles, mobile phone numbers of suspects, etc.
4. There will also be occasions where the police will send out requests for information on persons of interest as part of their investigations or proactive disruption work. When an organisation receives such a request they should provide the following information (in line with their own information sharing protocols):
 - Name / Nicknames;
 - Dates of birth;
 - Occupation;
 - Addresses;
 - Telephone numbers;
 - Vehicles associated;
 - Persons associated;
 - Business interests;
 - Documents signed by person;
 - Dates and times of incident / person spoken to.

For information and intelligence relating to options 3 and 4 above, professionals should complete the form below and email this to the most appropriate specialist CSE team 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

Guidance for CSE teams for sharing information and intelligence

The information report (contained at the end of this document) should be sent direct to a secure police email address which will only be viewed by specialist CSE police officers. This will ensure that the national intelligence model is adhered to and the source of information will be protected. The police officer will input this information onto the Force Intelligence System (FIS) where the source of the information will be named and it will be referred to the dedicated handling unit.

The email will also be included in the location section of the original notes. All emails need to be stored in a folder in case of an audit trail for future investigation and disclosure procedures. Officers should include in the body of text that it needs to be for the specialist team supervisor only so that the Force Intelligence Officer doesn't hand this to the Integrated Neighbourhood Policing Team, which may result in work being duplicated.

Depending on the importance and the rating of the intelligence, a decision will be made by the supervising police officer of the specialist team and force intelligence officer how to proceed. A range of actions may be taken including investigation, proactive disruption or simply recording of information for future use.

There is a responsibility on the specialist police teams, when appropriate, to feedback to the referrer what has happened with the intelligence so that a flow of information is maintained. It is important that the police recognise and encourage the efforts made by partner agencies to provide information and intelligence and without timely and appropriate feedback by police officers this relationship may not be maintained.

Mapping the problem

It is critical that all information in relation to the patterns of exploitation to which children are subjected are captured and used to build a problem-profile. The most effective problem-profiles for Child Sexual Exploitation are those which are compiled with the oversight of the Local Safeguarding Children's Board and which have the involvement of a broad range of partners involved in community safety and child safeguarding. Identifying analytical capacity is important, as is giving the analyst a clear brief and access to various datasets, including (but not exclusively):

- Children's Services' assessments of children and young people.
- Intelligence on local street gangs including their structure, inter connections and the mapping of the females associated with them.
- Intelligence on local businesses, particularly those which may attract children and young people and/or perpetrators (e.g. off licenses, shisha bars, hotels, bed and breakfasts, etc.)
- Intelligence on local prostitution and drugs markets.
- Information relating to local residential children's homes and the young people residing there.
- Appropriate data from schools.
- Intelligence in relation to parks and open spaces, particularly where young people are known to congregate.
- Data from licensing and trading standards in relation to licensed premises where Child Sexual Exploitation may be taking place.

A comprehensive problem-profile will support the intelligence-led deployment of partnership resources to effectively disrupt Child Sexual Exploitation.

Information Report

It is crucial that all information and intelligence in relation to CSE is recorded as accurately and with as much detail as possible, particularly if it is likely to be used to seek a conviction against an offender or a group of offenders. Please consider the following when completing this form:

- The time and date that you became aware of this information.
- The time and date of when the incident occurred (if different to above).

- Who the information is from, including their full name, date of birth, addresses and contact details (if you have them).
- How did this information come to light? I.e. at a strategy meeting, through a CAF, during a home visit, from a third party, via a relative, etc.
- Who else is aware of this information and has it been recorded elsewhere (this is critical as disclosure of this information may pose a risk to that person)?

Please note this is not an exhaustive list and you should always use your professional judgement.

Date/Time of report					
Your Name					
Your Job Title					
Your Organisation					
Contact details					
Witnessed Incident		Member of Public		Other Professional	

If the information was supplied by someone other than yourself, on a scale of 1-5 how reliable do you think they are?

You are also being asked to make an assessment of the reliability of the person providing the information. This is to allow the police to assess the value of the intelligence and will be treated as confidential. It will be subjective but please try and be as accurate and reliable when making this assessment and please do not guess if you don't know the answer.

(1 = Always Reliable to 4 = Unreliable, 5 = cannot be judged/Untested)

How accurate is the information on a scale of 1-5?

(1 = Known to be true beyond doubt to 4 = suspected to be false, 5 = cannot be judged)

If the information is from a 3rd party would they be willing to engage with the Police?

YES / NO / DON'T KNOW (please circle one answer)

Please include as much detail as possible
regarding names/descriptions/nicknames/
vehicle details/addresses etc.:



Summary of recommendations from various reports, inquiries, research and reviews into Child Sexual Exploitation

Introduction

In recent years there has been a plethora of reports from a variety of sources written on the subject of child sexual exploitation. Many of these reports contain recommendations for local authorities, police, local safeguarding children's boards (LSCBs) and other key partners on how they should improve the way in which services are provided for young people at risk of or victims of child sexual exploitation and their families. Feedback from practitioners and service managers is that whilst they welcome this research

and are glad that child sexual exploitation is receiving attention on a national scale, it is often impractical to read all of these reports and understand all of the recommendations and how to go about implementing them.

The following section attempts to provide practitioners and service managers with a summary of recommendations from key reports, serious case reviews, inquiries and research into child sexual exploitation. Where several reports have made similar recommendations they have been summarised into one recommendation.

Documents included in this summary

This summary has been adapted from a similar piece of work undertaken by the National Working Group, which trawled the following documents for recommendations:

- House of Commons Home Affairs Committee. Child sexual exploitation and the response to localised grooming (Second Report of Session 2013-2014).
 - Barnardo's - Puppet on a string (January 2011).
 - Barnardo's - Running away from hate to what you think is love: The relationship between running away and child sexual exploitation (July 2013).
 - Coventry LSCB – Final overview report of serious case review for Daniel Pelka (September 2013).
 - National Working Group and Dr. Paul Kirtley – If you shine a light you will probably find it (March 2013).
 - Home Office – Missing children and adults: A cross government strategy (December 2011).
 - Child Exploitation and Online Protection (CEOP) – Out of mind, out of sight: Breaking down the barriers to understanding child sexual exploitation (June 2011).
 - Office of the Children's Commissioner - "Sex without consent, I suppose that is rape": How young people in England understand sexual consent (November 2013).
 - Office of the Children's Commissioner – "Basically porn is everywhere": A rapid evidence assessment on the effects that access and exposure to pornography has on children and young people (May 2013).
 - Office of the Children's Commissioner – Child sexual exploitation in gangs and groups: Accelerated Report (July 2012).
 - Office of the Children's Commissioner – Child sexual exploitation in gangs and groups: Interim Report (November 2012).
 - Office of the Children's Commissioner – Child sexual exploitation in gangs and groups: Final Report (November 2013).
 - Unheard Voices – The sexual exploitation of Asian girls and women (September 2013).
 - Health working group report on child sexual exploitation (January 2014).
- Recommendations from Alexis Jay's Independent inquiry into child sexual exploitation in Rotherham 1997 – 2013 (August 2014) has also been included.

Questions for local authority Chief Executives to ask Directors of Children's Services

Following is a list of questions that were compiled in Rochdale following Operation Span to test the local authority and its partners' readiness to deal with the problem of CSE. These questions provide a useful overview of the considerations that Chief Executives and Directors of Children's Services need to be aware of if local partnerships are to ensure effective delivery in relation to the prevention, identification and response to CSE.

- Is there a list of young people identified as 'at risk' of Child Sexual Exploitation (CSE) in your authority? How was this list compiled? Is this a single list or are there multiple lists with different agencies? What are the risk factors that are being used to identify the young people? Who are they? What is the plan for each of them?
- Do you screen for CSE at the single front door for all Children's Services referrals?
- Have you considered undertaking an independent file review of those young people identified 'at risk' of CSE?
- What is your multi-agency approach to supporting potential victims / witnesses of CSE crime?
- What are the processes for checking licences for taxi drivers? What about CRB checks and police 'soft intelligence'? Do you check against the sex offenders register? What is your policy on tolerance?
- Do you have potential CSE 'hotspots' in your authority? Areas around children's homes, clubs, take aways, parks, taxi ranks etc. What are the disruption activities underway in these hotspots? Is the council using its full range of disruption powers (see Phoenix Disruption guidance for more information)?
- How do you raise awareness in schools about the dangers of CSE? How do you get children to recognise the early signs of grooming and how do you encourage them to report this?
- What is the LSCB approach to training staff on CSE? Do you have data on training undertaken, broken down by partner agency?
- What training is available for councillors, council staff and staff in MP's offices?
- Do you know where all your children's homes are? Do you have a private provider network? Do the private care home providers have a representative on the LSCB?
- How do Children Social Care and the police deal with 'missing from home'? What are the stats around this?
- Have there been any convictions for CSE in the last year? Are any pending or in the system?
- What are the reporting mechanisms on CSE activity through to the DCS, yourself, the Lead member and the Leader?
- Is there a clear flow of information from sexual health services into Children's Social Care?

Recommendation themes

1. Specialist Services and Multi-Agency Teams

- 1.1. In addition to ensuring that universal services can respond to boys and girls who are victims of sexual exploitation, it is also vital that the right specialist services are commissioned and that there are clearly determined pathways from universal to specialist services.
- 1.2. Local authorities should consider pooling resources in order to ensure that specialist services are commissioned to support children and young people at risk.
- 1.3. Specialist child sexual exploitation projects can benefit from receiving MISPER reports on a regular basis to identify young people who have been reported missing and may be in need of support to address running away and child sexual exploitation.
- 1.4. Practice with young people with learning difficulties/disabilities should be collated to provide evidence of 'what works' in relation to specialist interventions.
- 1.5. Third sector BME organisations should be supported to set up specialist sexual violence projects and helplines, as they are most likely to be a trusted point of contact for victims.
- 1.6. LSCBs should support the development of a specialist multi-agency team that can support vulnerable victims as well as deterrence and prosecution activity.
- 1.7. All services should recognise that once a child is affected by sexual exploitation, he or she is likely to require support and therapeutic intervention for an extended period of time. Children should not be offered short-term intervention only and cases should not be closed prematurely.
- 1.8. The LSCB through the child sexual exploitation sub-group, should work with local agencies, including health, to secure the delivery of post-abuse support services.

2. Police intelligence gathering and investigation

- 2.1. Police forces should ensure that their IT systems are able to flag child sexual exploitation incidents and identify whether multiple perpetrators have been involved.
- 2.2. With support from ACPO, police forces should use learning from previous police operations and work with local projects supporting children and young people to enable them to provide information that can be turned into intelligence.
- 2.3. Police forces should proactively gather intelligence and develop regular problem profiles of child sexual exploitation.
- 2.4. Police forces should review their local multi-agency intelligence collection processes and existing information to proactively identify perpetrators of child sexual exploitation.

3. Identification and referrals

- 3.1. Local authorities need to ensure all professionals are adhering to a set of clear processes and protocols to meet statutory guidance in relation to child sexual exploitation and young people going missing from home.
- 3.2. LSCBs must ensure that professionals who work with vulnerable children understand the signs of child sexual exploitation and can refer children for appropriate support. There should be particular emphasis on foster carers and residential care staff, as well as all front line workers who come into contact with missing children.
- 3.3. Steps should be taken to ensure that multi-agency and multidisciplinary approaches also work for BME victims, and frontline agencies should ensure they reach out to and identify BME victims.

- 3.4. Sexual health clinics should identify a lead health professional who is informed about running away and child sexual exploitation, can identify those young people at risk, can develop trusting relationships with them and make referrals to the relevant teams.
- 3.5. All directors of children's services, the chief medical officer, directors of public health and chief constables, the Royal Colleges, Police and Crime Commissioners and the Department for Education, the Crown Prosecution Service and Chief Crown Prosecutors, should circulate the warning signs of child sexual exploitation to all professionals who come into contact with children and young people and ensure they understand and act on them.
- 3.6. Police forces should work with partner agencies, including third sector specialist organisations, to log information on the girls and young women linked to gang members, and then risk-assess these young people for sexual exploitation.
- 3.7. All those identifying victims of child sexual exploitation should review their processes to ensure that intelligence or individual indicators used to proactively find victims children are not leading to biased identification.

4. Assessments

- 4.1. LSCBs must ensure that children who are at risk of child sexual exploitation can be identified at an early stage and that there are clear protocols for sharing information between partners about that young person. They should ensure that children at risk have a full assessment of their needs and a referral is made to relevant services for intervention and support.
- 4.2. Senior managers should ensure that there are up-to-date risk assessments on all children affected by child sexual exploitation. These should be of consistently high quality and clearly recorded on the child's file.
- 4.3. The assessment scoring tool should be kept under review. Professional judgements about risk should be clearly recorded where these are not adequately captured by the assessment tool.

5. Child Protection / MASH working

- 5.1. Child sexual exploitation must be explicitly recognised as a form of child abuse within local child protection procedures. These procedures should include the link between child sexual exploitation and children who go missing so that repeated running away always triggers a safeguarding concern for further investigation.
- 5.2. A MASH ought to be linked to one of the Crown Prosecution Service specialist coordinators for child sexual assault cases so that advice regarding any potential prosecutions can be sought early on.
- 5.3. Where there is one or more significant minority community within the area, each MASH team ought also to have a community liaison officer who can develop a trusted relationship with that community to combat all models of child sexual exploitation.
- 5.4. Each MASH should have a data sharing agreement / information sharing protocol which covers the safe sharing of information and intelligence in relation to young people at risk of child sexual exploitation.
- 5.5. Children in care or leaving care should not be placed in bed and breakfast accommodation.
- 5.6. Monthly inspection visits to private children's homes should be by a person independent of the organisation running the home and appointed or approved by the local authority.
- 5.7. Children's homes should not be opened in areas that present a high risk to the children being placed. This should include checks on numbers of registered sex offenders in the area.

- 5.8. Every Local Safeguarding Children Board should review their strategic and operational plans and procedures against the seven principles, nine foundations and the See Me, Hear Me Framework, ensuring they are meeting their obligations to children and young people and the professionals who work with them. The effectiveness of plans, procedures and practice should be subject to an on-going evaluation and review cycle.
- 5.9. Managers should develop a more strategic approach to protecting looked after children who are sexually exploited. This must include the use of out-of-area placements. Local authorities should work with each other to minimise the risks of sexual exploitation to all children, including those living in placements where they may become exposed to CSE. The strategy should include improved arrangements for supporting children in out-of-area placements when they require leaving care services.

6. Prosecutions

- 6.1. It is the responsibility of the Chief Constable to ensure that investigations lead to prosecutions.
- 6.2. Police forces are required to notify the child sexual exploitation coordinator of the LSCB as to how many people have been prosecuted and how many of those prosecutions were successful. This information should be published as part of the LSCB's annual report.
- 6.3. CEOP will use the reports by child sexual exploitation coordinators to monitor the performance of all police forces and, if necessary, implement an action plan for improvement where forces are failing to perform.
- 6.4. A joint review of police practice and prosecution procedures is required in order to overcome the barriers to achieving prosecutions in cases of child sexual exploitation and to facilitate and disseminate good practice.
- 6.5. The CPS and police force in each area should work together to ensure they become more effective in bringing forward prosecution cases involving BME victims.
- 6.6. All victims of child sexual exploitation should be offered the services of an Independent Sexual Violence Advisor prior to their Achieving Best Evidence interview. The ISVA should be trained in court processes and, wherever possible, the victim should be supported by the same individual throughout the process.
- 6.7. The police and Crown Prosecution Service should adhere to the College of Policing checklist for support services which a victim of child sexual exploitation ought to be offered following the decision to prosecute the case.
- 6.8. The Independent Sexual Violence Advocate assigned to the case ought to be present when support services are offered to the victim.
- 6.9. Each Court should have a named individual with the responsibility for ensuring that special measures are being implemented appropriately.
- 6.10. For each region a team of specialist child sexual exploitation judges, prosecutors, police, witness support and ushers should be identified, trained, and linked into the local Multi Agency Safeguarding Hub and LSCB teams.
- 6.11. Statutory agencies must ensure that they are able to support children of all races and tackle abuse by offenders of all races.
- 6.12. The welfare, support and protection of child witnesses should be prioritised by all agencies before, during and after the court process through the development of witness care programmes.
- 6.13. The CPS should review all prosecutions related to child sexual exploitation to identify barriers to taking cases forward, and outline best practice in relation to the support available for victims.
- 6.14. The CPS should review recent cases to identify key aspects of the investigation and criminal justice process that can lead to successful prosecution outcomes.

7. Education

- 7.1. PSHE lessons should include preventative strategies to address child sexual exploitation and running away from home.
- 7.2. LSCB strategies for dealing with child sexual exploitation should include a focus on primary school aged children as well as focusing on high schools and FE colleges.
- 7.3. Lessons on internet safety should include guidance on the safe use of social media.
- 7.4. The issue of consent should be integral to sex and relationship education.
- 7.5. Sessions should take place with teenagers about the boundaries between consent and coercion to ensure they understand what it means to get and give consent.
- 7.6. Relationships and sex education should address pornography as an important influence on young people's understanding about expectations of sex and attitudes to women and girls.
- 7.7. Guidance on sexting should address not only the behaviour of those who manipulate young women into sending images, but also those that share such images without consent.

8. Community Engagement

- 8.1. An awareness-raising campaign is needed for all relevant practitioners to give them information about the factors that may increase vulnerability to child sexual exploitation as well as the signs and symptoms that it is occurring.
- 8.2. The development and implementation of an awareness-raising strategy to improve understanding about running away and child sexual exploitation among the general public and professionals working with parents, carers and young people is essential.

- 8.3. Awareness-raising activities should include details of Facebook's social reporting to encourage young people to share any concerns they may have as a result of someone else's activity on Facebook and report on behalf of young people.
- 8.4. Awareness raising should also include how agencies such as Child Exploitation and Online Protection Centre (CEOP) are able to undertake 'authority reporting' to Facebook where there are concerns relating to the sexual exploitation of young people via Facebook and how, through using its 'groomer tool', Facebook is able to report concerns about perpetrators of child sexual exploitation to CEOP and other law enforcement agencies.
- 8.5. Police and LSCBs should work in partnership with local community organisations to raise awareness of child sexual exploitation and prevention/ protection strategies.
- 8.6. Work needs to take place to raise awareness with BME communities and develop culturally appropriate indicators of, and responses to, running away and child sexual exploitation in partnership with representatives from BME communities.
- 8.7. Practitioners need support and relevant training to improve their understanding of, and responses to, child sexual exploitation affecting LGBT young people.
- 8.8. It is important to raise awareness of running away and child sexual exploitation with Directors of Public Health as they decide health priorities based upon an assessment of local need. Health promotion and protection also falls under jurisdiction of Directors of Public Health.

9. Training

- 9.1. Training for frontline staff in services for children and young people should educate about the warning signs and risk factors of child sexual exploitation and how to respond using child protection procedures. This should include understanding the elements of grooming and coercion so that a child or young person's behaviour is not dismissed as rebellious or consenting to the abuse.
- 9.2. LSCBs should ensure that all professionals who have direct contact with young people receive safeguarding training to build knowledge and understanding of running away and child sexual exploitation.
- 9.3. Professionals should have an understanding of key indicators of exploitation and that although many victims can present as 'streetwise', they are in fact highly vulnerable.
- 9.4. Child sexual exploitation training should include an understanding of sexual exploitation of BME victims and of different types of victim-offender models. This training should demonstrate links with other safeguarding issues such as forced marriage and honour-based violence. These issues could be used by offenders to encourage girls to run away from home and seek assistance from the police or shelter from women's groups so that they become more accessible.
- 9.5. ACPO should ensure all frontline police officers receive awareness-raising and training focusing upon running away and child sexual exploitation so they can respond effectively to young people and to parents and carers.
- 9.6. Police forces should develop a strategy to ensure that cases of child sexual exploitation are identified and progressed appropriately.
- 9.7. Child sexual exploitation and Trafficking awareness training should be included in every Child Protection Training course.

9.8. Health professionals, particularly local safeguarding nurses, should receive training addressing running away and child sexual exploitation.

9.9. Bespoke training should be available for health professionals tailored to the area of work e.g. Student Health Service, Accident and Emergency, midwives, GPs, etc.

10. Youth Participation / Engagement

- 10.1. The views of young people with experience of child sexual exploitation and missing from home should be used to shape the way in which local authorities and their partners provide services for other young people experiencing similar problems.
- 10.2. Young people who experience both running away and child sexual exploitation are disproportionately likely to have a learning difficulty/disability and should receive specialist support from professionals with expertise in learning difficulties/disabilities.
- 10.3. Victims and their families should receive support from specialist services throughout the process of disclosure, police investigations and court proceedings, until the risk of sexual exploitation is mitigated.
- 10.4. The local authority should make every effort to make help reach out to victims of child sexual exploitation who are not yet in touch with services.

11. Engaging Parents and Carers

- 11.1. Parents and carers should be provided with appropriate and effective support to meet their needs and assist with their parenting, which will, in turn, benefit their children and enable parents to protect them and meet their needs.
- 11.2. Parents and carers should be informed of the importance of knowing where their child is and whom they are with. Parents and carers should understand the importance of reporting their child as missing to the police when they have run away, or when they are not where they should be.
- 11.3. Specialist child sexual exploitation teams should include a specialist parent support worker.
- 11.4. Both statutory and voluntary support services should incorporate meeting the needs of parents and carers to achieve positive outcomes with young people who experience both running away and child sexual exploitation.

12. Links between child sexual exploitation and going missing from home

- 12.1. Return interviews should be delivered by an independent professional a child or young person is comfortable speaking with, to all children who run away or go missing from home or care, within 72 hours of missing incident.
- 12.2. Local authorities should incorporate learning about the relationship between running away and child sexual exploitation into strategic and practice responses to young people and their families.
- 12.3. The police need to be consistently informed about running away and child sexual exploitation and have clarity about the appropriate procedures to follow when a young person is reported as missing.

- 12.4. Local authorities should have named lead professionals for young people who go missing from home.
- 12.5. It is essential that the police respond appropriately to young people they come into contact with who have experienced both running away and child sexual exploitation, and recognise that these young people are vulnerable, in need of safeguarding and require support from the appropriate support agencies and not criminalisation.
- 12.6. Health services should be part of multi-agency responses to running away and child sexual exploitation and should prioritise developing their service delivery so that health can support with meeting these young people's needs.

13. Disruption activity

- 13.1. Local authorities should ensure that there are clear lines of dialogue between their children's social care departments, police and licensing departments to share information about offenders, suspected offenders and premises of concern.
- 13.2. LSCBs should monitor the relationship between children's social care departments and licensing boards and ensure that any recommendations made to the licensing board are acted upon.
- 13.3. LSCBs should work with their Community Safety Partnership to develop a strategy to target suspected child sexual exploitation perpetrators and premises of concern.

14. Data recording and information sharing

- 14.1. Every local authority must ensure that its Joint Strategic Needs Assessment includes evidence about the prevalence of child sexual exploitation, identification and needs of high-risk groups, local gangs, and their membership and associated females. This should determine commissioning decisions and priorities.
- 14.2. Every LSCB should publish an annual report on the work of the child sexual exploitation team, using the data collected to assess the scale and nature of child sexual exploitation within the local area. This should include data on the number of complaints, investigations, prosecutions and convictions.
- 14.3. All LSCBs in a region should consider producing child sexual exploitation reports in the same format and using the same KPIs so that comparisons can be made between the performance of each LSCB.
- 14.4. Consideration should be given to how information is shared between agencies to enable effective safeguarding of children and young people.
- 14.5. Pooling local knowledge from a range of agencies about running away and child sexual exploitation will enable local partnerships to undertake effective mapping exercises of the nature and extent of the problem.
- 14.6. Local partnerships should use all available data to understand whether there are any particular locations or venues in their area which are high risk for child sexual exploitation and where people are regularly going missing.
- 14.7. All front line agencies should develop ways of capturing and recording data relating to known or suspected cases of child sexual exploitation. LSCBs should coordinate the development of a template for capturing information that is of use to both police and children's services for sexually exploited children.
- 14.8. Sexual health services should give consideration as to how information about vulnerable young people might be shared with key partners across the region in order to better identify children at risk of child sexual exploitation.
- 14.9. NHS organisations and staff should manage information in a way that is open and transparent to safeguard children who may be sexually exploited or at risk of exploitation. Staff should be clear that safeguarding considerations override the usual requirements for confidentiality and be confident to act accordingly, following the advice of the safeguarding professional. The child should be informed as appropriate and their consent to share information sought whenever possible.
- 14.10. Head teachers and school safeguarding leads should ensure that all staff in a school understands what child sexual exploitation is, how to spot the warning signs and where to report their concerns. LSCBs should work with all schools in their area to ensure schools are complying with these requirements and that head teachers are involved in the business of the LSCB.
- 14.11. The Department of Health should issue guidance to all health agencies to ensure effective information-sharing so that victims of child sexual exploitation, and children at risk of child sexual exploitation, are identified.
- 14.12. All agencies should adopt an agreed method for recording the ethnicity, sexual orientation and disability of victims and perpetrators of child sexual exploitation.
- 14.13. Youth offending services should share information on either or both victims and perpetrators of child sexual exploitation with other agencies, given the intelligence held on their assessment tools.



Phoenix communications strategy 2014-16

The Background to Phoenix

Project Phoenix emerged from the Greater Manchester Safeguarding Partnership in April 2012 following a scoping exercise into current practice in relation to child sexual exploitation. The partnership formally agreed to improve the response to child sexual exploitation strategically, operationally and tactically under the banner of Phoenix, with the objective of making Greater Manchester a beacon of good practice nationally. Phoenix has the support of the Association of Greater Manchester Authorities' Wider Leadership Team.

Under Phoenix there are now teams in place dealing with child sexual exploitation in each of the ten districts of Greater Manchester. Each team deals with cases of young people being sexually exploited and offers a joined-up, multi-agency response to dealing with the problem. Phoenix provides advice, support and guidance to these teams to ensure that all professionals are working to the best standards and to improve services offered to victims and those at risk of child sexual exploitation.

Definition

The sexual exploitation of children is not a new phenomenon, but is one that has entered the public consciousness in recent years due to some very high profile cases within Greater Manchester and in other parts of the country. There is clear evidence that child sexual exploitation is underreported and it is unlikely that our current understanding of the nature and extent of the problem is comprehensive. There is however a strong commitment from all key partners under the banner of Phoenix to improve the knowledge and understanding of the problem of child sexual exploitation in Greater Manchester and to develop a consistently effective approach to identifying and responding to the problem across the conurbation, preventing young people being sexually exploited, providing appropriate protection to victims and ensuring offenders are brought to justice.

It is therefore vitally important that all key partners (including public and third sector organisations) involved in dealing with child sexual exploitation understand and can clearly articulate what is child sexual exploitation and how this differs from other forms of sexual abuse. There are several definitions of child sexual exploitation being used nationally, each developed by a different organisation or agency, including definitions developed by the Department for Education, Association of Chief Police Officers and the National Working Group. These definitions each adequately describe the characteristics of child sexual exploitation and are useful for professionals, but may be too verbose and formal for young people or other members of the public. Therefore Phoenix has agreed to use the definition of child sexual exploitation 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)."

Purpose of this Communications Strategy

Effective communication with the public and professionals regarding the problem of child sexual exploitation is a crucial strand to Phoenix. In particular, a key element of Phoenix is to raise awareness of the warning signs of child sexual exploitation, how to report concerns and the type of response you can expect to receive. This is important for a number of reasons. Firstly, to ensure that the public (particularly parents and carers) have a good understanding of child sexual exploitation including how and why it happens, so that they're able to better protect young people from this abhorrent crime and to call on services to help them do this. Secondly, we want businesses to take responsibility for managing the risk of child sexual exploitation on their premises and report it to the authorities rather than turning a blind eye to it or taking the view that it isn't their problem. Thirdly we want all professionals (public, private and voluntary sectors) that work with or come into contact with children, young people and families to take responsibility for dealing with child sexual exploitation and for them to feel confident enough to report it. And finally we want to educate children and young people about the various ways in which perpetrators operate so that they can make better, more informed decisions in order to protect themselves from being sexually exploited.

Target Audiences



Tenets of Our Communications Approach

The organisations subscribing to this communications strategy will adhere to the following tenets of approach in all their individual and joint communications activity:

- We WILL BE proactive, positive, transparent and, where necessary, robust.
- We WILL NOT be defensive.
- We will challenge inaccurate and / or misleading public comment and media articles / broadcasts
- We will have a consistent and coordinated approach between partner agencies to all communications activities

Aims

The single overarching aim of the Project Phoenix communications strategy is:

To raise awareness with the public of Greater Manchester about what CSE is, what the warning signs are and how to report it.

Below this overarching aim are a number of objectives, which are as follows:

- Provide the public, particularly parents and carers, with accurate and up to date information about how to spot the warning signs of child sexual exploitation and how to report it.
- Raise the awareness and active support of the public and key stakeholders in the work being done by the partner agencies to protect children and to combat child sexual exploitation.
- Aid accurate, informed and balanced reporting of CSE issues.
- To engender accurate, informed and balanced media coverage for the actions being taken by the partner agencies in combating and preventing CSE.
- To raise the awareness and understanding of the staff of all partner agencies of the definition of CSE and the work being undertaken to combat and prevent such crime.
- To be clear about what CSE is and ensure consistent datasets across all ten districts of Greater Manchester.
- To engage directly with businesses in Greater Manchester to ensure staff are aware of CSE, can spot the warning signs and report it appropriately.

Stakeholders

It is recommended that this communications strategy is adopted by partner organisations and specific statutory boards operating in Greater Manchester and engaged in the prevention and detection of child sexual exploitation, namely:

Statutory

- Office of the Police and Crime Commissioner, Greater Manchester
- Greater Manchester Police
- British Transport Police
- The Association of Greater Manchester Authorities (AGMA)
- Bolton Council
- Bury Council
- Manchester City Council
- Oldham Council
- Rochdale Metropolitan Borough Council
- Salford City Council
- Stockport Metropolitan Borough Council
- Tameside Metropolitan Borough Council
- Trafford Metropolitan Borough Council
- Wigan Council
- Greater Manchester Sexual Health Network
- St. Mary's Sexual Assault Referral Centre (SARC)
- Crown Prosecution Service
- Greater Manchester Probation Trust
- NHS England
- Greater Manchester Fire and Rescue Service
- Residential Home Providers
- Housing Providers
- Other key commissioned services
- Connexions
- CEOP

Voluntary and Charitable

- Barnardo's
- Children's Society
- Crimestoppers
- National Working Group
- NSPCC
- Prince's Trust
- Victim Support
- Community and Faith Groups

Boards

- Local Safeguarding Children's Boards in Greater Manchester
- Project Phoenix Executive Board and Steering Group
- Greater Manchester Safeguarding Partnership
- Community Safety Partnerships

Key Messages

The following list comprises some generic messages all partners should seek opportunities to promulgate both internally within their own organisations and externally. Because of the broad nature of the issue, which key messages are used is dependent on the context of what type of communication is being done – it's not intended that all key messages appear in all communication activity.

Definition / generic / context-setting

- CSE is a national problem, not confined to Greater Manchester
- CSE is a form of child abuse where the victim is given something - food, money, drugs, alcohol, gifts - in exchange for sexual activity with the abuser. Offenders target vulnerable young people and use their power - physical, financial, emotional etc. - over the child to sexually abuse them
- Violence, coercion and intimidation are common. Involvement in exploitative relationships is characterised by the child or young person's limited availability of choice as a result of their social, economic or emotional vulnerability
- A common feature of CSE is that the child or young person does not recognise the coercive nature of the relationship and does not see themselves as a victim of exploitation. This means that they are unlikely to report the abuse so we must all be alert to the signs of CSE and report concerns to the authorities
- CSE can occur through the use of technology without the child's immediate recognition; for example being persuaded to post images on the internet/ mobile phones without immediate payment or gain
- Following high profile CSE cases in recent years, we have all learnt much more about child abuse and child sexual exploitation. As a society, we have a greater understanding of CSE and a growing intolerance of it
- There is not one type of victim or offender of CSE. CSE can take many forms in many settings. If we look at just one model, such as group or gang CSE, we risk missing other victims who do not fall into that category. There is also a risk that victims don't recognise their abuse as CSE because it doesn't fit a particular model
- CSE is not an indictable offence but police and prosecutors can charge offenders with rape and other sexual offences as well as abduction, kidnapping and trafficking
- Cases of CSE may well go up before they go down and this isn't a bad thing.
- CSE is a priority for all Local Safeguarding Children Boards in Greater Manchester and all key partners are working collectively to tackle CSE in a consistent, joined-up approach.

Young people

- You could be at risk of sexual exploitation – know the signs
- It might seem harmless to get drawn into relationships with older people, you may be treated well, have a laugh or get given gifts
- But these gifts are often bribes to gain your trust, and make you feel you have to give something back in return.
- That might involve sexual acts. You might not feel you're being forced into it, and think you owe the older person something. In reality – it's sexual exploitation
- You may be pressured into keeping things secret – but there are people out there to help you.
- You may not be facing these pressures – but a friend may be. You can get them help.
- If this describes you, or a friend, visit our website for more information about what you can do and where you'll find helpful suggestions on how to keep yourself safe.
- It's not your fault that this has happened to you. Groomers are very clever in the way they manipulate young people.
- It's your body. You have the right to say 'no' to sex whatever the circumstances

Carers

- Young people can sometimes be drawn into sexual exploitation, which means they may be rewarded for performing sex acts.
- Adults who do this are skilled at "grooming" young people. They could offer drugs or alcohol, and then draw them into a sexual relationship.
- It could be that you have identified the risks before any damage has been done. We can provide support and help for you and your child to avoid dangerous, controlling and coercive relationships.
- There is help out there – agencies including the police, NHS and your local council are committed to combating this form of child abuse, and help you.
- Visit our website for more information and to know the signs
- Try to maintain good relations with your child. A groomer will try to isolate your child from their usual support network
- Encourage your child to talk to you about their day to day experiences. Talk through strategies to help them protect themselves if they find themselves in difficult situations.

Education

- Look for the indicators that young people are being drawn into abusive relationships – questions to consider are: are they missing school, are they regularly tired, are they receiving gifts that aren't accounted for, do they lack self esteem, are they using drugs or alcohol, are they known to be hanging around with older adults?
- Gathering information and intelligence to assist police can disrupt these offenders and help the child and others.
- There are specially trained police officers and children's services staff working together to disrupt and prosecute offenders, and safeguard children and young people.
- If you think there are signs that a young person you work with is at risk, visit our website for help and advice.
- Educate your pupils about healthy relationships

Single partner response to CSE

- The sexual exploitation of children and young people is a top priority for [NAME OF ORGANISATION]. Nothing is more important than protecting vulnerable people
- Awareness and understanding of this form of child abuse in [NAME OF ORGANISATION] has increased a huge amount in the last few years. We have stepped up to face the challenges involved in tackling in CSE
- We have invested significantly in tackling sexual exploitation and work together to disrupt and prosecute offenders, and protect children.
- There has been an excellent, proactive response to sexual exploitation in Greater Manchester which has led to many prosecutions in the last few years. This is in no small part to the fact that we are working in close partnership with many statutory, voluntary and charitable agencies and with the Local Safeguarding Boards

Perpetrators / Potential Perpetrators

- If you are involved in child sexual exploitation you will be caught
- CSE is child abuse and you could be looking at a sentence of up to 14 years imprisonment and to go on the sex offenders register
- Age does matter. Sexual intercourse with a person under the age of 16 is against the law.
- Make sure you get consent before you have sex. A person who is intoxicated with drink or drugs may not be able to give their informed consent.

Licensed Premises and Services

- Under the Licensing Act 2003 your premises license may be at risk if you do not take action to protect children.
- Under Section 182 of the Licensing Act 2003 license holders and delegated managers have a legal responsibility to make sure those under 18 are protected from 'physical, psychological and moral harm'.
- If you can demonstrate that reasonable steps have been taken to manage the risk (ie: you have shown due diligence) then this could protect your business.
- Information is contained on the website about what to do if you have concerns about a child or young person.

Professionals

- Be aware of what CSE is, how it can affect boys as well as girls and what the warning signs are.
- Ensure you know who the child protection / safeguarding lead in your agency is and be aware of the procedure to follow if you have concerns about a young person.
- Be aware that under Phoenix there are now specialist multi-agency teams in place dealing with child sexual exploitation in each of the ten districts of Greater Manchester. Contact them if you want advice.
- Stay alert to changes in behaviour of young people or any physical signs of abuse. Be professionally curious and investigate further.
- Think about ways that you might be able to better support and help young people to share information if they are worried about their own or another young person's situation.

Communications Methods

To deliver the aims of this communications strategy, a suite of tactics will be used by partner organisations. The tactics have been developed by communications professionals within the Phoenix partnership.

The following methods will be used:

- Development of a website to provide information and support to children, young people, carers and professionals
- Creation of marketing materials, both generic and adaptable for each of the areas of Greater Manchester
- Radio partnership
- Social media
- Targeted public relations
- Criminal convictions

A campaign was launched in September 2014 to deliver key messages and publicise the website.

Internal

All stakeholders should ensure that frontline staff are aware of the issue of child sexual exploitation.

A range of communications methods should be employed including briefing to staff through the internal channels available. This could include intranet messages, articles in newsletters, verbal briefings in team meetings and targeted messages to specific units.

LSCB trainers should have information about the campaign so they can incorporate into any training and awareness-raising sessions they run.

As some frontline staff do not have regular access to internal digital channels, targeted posters will also be designed to be put up in staff areas in police stations, council buildings, schools etc.

Criminal Inquiries

In collaboration with Project Phoenix partners, positive media coverage to highlight the work being done to protect the public from known offenders will be arranged.

As well as promoting these prevention and protection messages and methods, Greater Manchester Police will aim to maximise 'pursue and prosecute' publicity surrounding the action taken against those investigated, prosecuted and convicted of CSE offences in order to demonstrate the firm and positive action being taken against offenders.

Greater Manchester Police will take responsibility for proactive communications activity to publicise criminal investigations and successful prosecutions.

The force will also seek appropriate opportunities to maximise publicity surrounding the recall to prison of those CSE offenders who breach the conditions of their licence.

In the context of criminal investigations and prosecutions, the GMP corporate communications branch will ensure they maintain a current and shared knowledge of all CSE investigations with the appropriate partner agencies such as the CPS, and use a range of communications devices to engage media interest / coverage, including, where appropriate:

- Pre-trial Briefings
- Background interviews
- Features and statements on websites and via social media
- Post plea / guilty conviction media interviews and statements by prosecuting authorities and partners (where appropriate)

The communications officers for those other partner agencies directly or indirectly involved in specific criminal enquiries will be alerted to their association in the case and will be guided with their own communications messaging where appropriate.

We announce all arrests relating to CSE operational activity upon arrest, unless there's a good reason not to. Each press release will be circulated with the Phoenix team and wider local authorities for update purposes, and there will be an agreed blurb attached to each press release announcement that reiterates the aim of Phoenix and emphasises the partnership approach.

Proposed note to editors:

Project Phoenix is Greater Manchester's collaborative commitment to the prevention and detection of child sexual exploitation in the region. If you're concerned that you or someone you know may be affected by child sexual exploitation please visit www.itsnotokay.co.uk

Communications Plan

The aim of this plan is to run an awareness campaign aimed at the target audiences and using the key messages listed in this strategy. The plan is as follows:

WHAT	WHY	DATE	COST
Development of website	Directing people to the website will be the main call to action on all communication activities. It will contain relevant information for young people, carers and professionals		
Bus advertising	If used during the summer, young people are likely to see ads on bus shelters		
Billboards	Where there is billboard availability and space within each local authority area this can be a cost-effective way of getting the message out		
Posters toolkit	Create a suite of materials for local authorities for local information to be included		
Social media platforms	Use social media influencers to get messages out.		
Industry materials	For hotels, retail, taxis and retail, building on the work already done elsewhere		
Radio campaign	Radio can be used effectively to target parents and carers. Partnership would include ads, web coverage and editorial coverage		
PR launch event	Once website is ready to go live		
PR campaign	Runs side by side with marketing materials. Develop local and regional stories to generate media interest in the campaign and drive people to the website.		

Governance

There is a twenty-point project plan in place for Phoenix which is concerned with raising standards in relation to how all key partners deal with child sexual exploitation across Greater Manchester. There are a number of themes within the project plan, which includes:

- Assessment and referral processes;
- Effective Interventions linked to continuum of response model levels;
- Information sharing and confidentiality;
- Partnership working and operational agreements;
- Marketing and Awareness raising;
- Education programmes;
- Disruption activity;
- Licensing;
- Quality and Inspection Standards;
- Governance and Peer Challenge;
- Missing from Home;
- Notification of out of area placements in residential homes.

The implementation of the Phoenix project plan is overseen by a steering group which meets monthly and includes representation from key partners from across the public and third sectors. The objectives of the steering group are as follows:

1. Capture and share best practice in relation to tackling child sexual exploitation.
2. Ensure all ten Local Safeguarding Children's Boards are fully compliant with Working Together guidance (DCSF, 2013) in relation to child sexual exploitation.
3. Oversee the development of a manual of good practice for child sexual exploitation and promote its use across all Local Safeguarding Children's Boards.
4. Ensure services for children and young people are joined up across Greater Manchester.
5. Examine opportunities for pan-Greater Manchester commissioning arrangements regarding services for children and young people.

6. Develop high quality recording standards in relation to child sexual exploitation across Greater Manchester.
7. Ensure robust performance management frameworks are in place across all ten districts in relation to child sexual exploitation.
8. Agree a Project Plan for Phoenix and oversee its implementation.
9. Ensure that the voices of children and young people are heard and are used to influence the way in which services are delivered across Greater Manchester.

The steering group reports to the Phoenix Executive Board, which meets every two months and comprises of senior managers from all key partners. The Executive Board provides regular progress reports on Phoenix to the AGMA Wider Leadership Team and the Greater Manchester Leaders' Group. The objectives of the Executive Board are to:

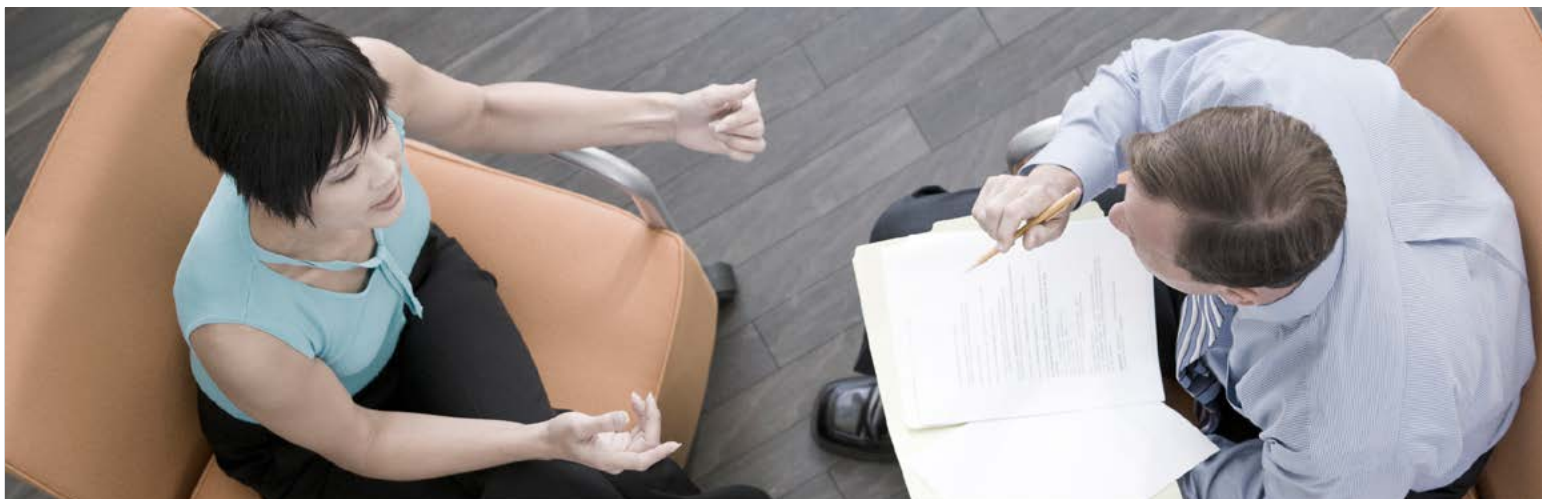
1. Ensure consistency in delivery across Greater Manchester in relation to identifying and responding to the problem of child sexual exploitation.
2. Seek equity of service for all children and young people in Greater Manchester.
3. Provide strong leadership for Project Phoenix, including representing the interests of the project at all Greater Manchester boards and partnership groups.
4. Provide quality assurance to current practice by all key stakeholders in relation to child sexual exploitation.
5. Oversee the implementation of specialist teams and the development of cluster arrangements in every district of Greater Manchester.
6. Ensure strategic alignment between Project Phoenix and other key programmes of work within AGMA.
7. Scrutinise and, where appropriate, challenge current practice by all partner agencies in Greater Manchester in relation to child sexual exploitation.

Evaluation

The success of this strategy will be evaluated using the following mechanisms:

- The tone and prominence of media coverage both locally and nationally
- Changes in the level of reporting CSE
- Fluctuations in the number of successful prosecutions
- Comment by stakeholders and the public
- Amount of coverage in the local and national media
- The views of the public on social media
- Number of calls to Crimestoppers and other key partners
- Number of referrals broken down by agency

For further information about the publicity, artwork and materials contact gmp press office on 0161 856 2284



Project Phoenix Child Sexual Exploitation Information Sharing Protocol Template

Key Messages

- The welfare of a child or young person must be the first consideration in all decision making about information sharing.
- Professionals can only work together to safeguard and promote the welfare of children and young people if they share relevant information.
- Only share as much information as is needed but share enough to achieve the purpose for which information is being shared.
- Recognise that where a child, young person or family needs the support of a number of different agencies, information sharing will be an ongoing process.
- It is best practice to obtain consent to share information, although there are exceptions to this in child protection cases, for example, situations where a child would be considered to be at risk of significant harm or a Police investigation into a serious offence would be prejudiced.

Purpose of the Protocol

The purpose of this information sharing protocol is to provide a framework for the appropriate sharing of information between partners. The protocol informs all partners about the circumstances when information is shared and how the sharing of information will be managed.

What is an Information Sharing Protocol?

The protocol governs the sharing of information and in doing so it:

- Clarifies the legal background in respect of information sharing
- Sets out the current codes of practice, best practice and guidance
- Outlines the principles of the process of information sharing
- Provides practical guidance on how to share information

Who does the Information Sharing Protocol affect?

The protocol affects all staff engaged with work that requires information to be shared with or is given to them by other organisations.

The benefits of this Information Sharing Protocol

- Help remove barriers to effective information sharing.
- Provide guidance to assist in complying with legislation.
- Help to ensure that consent to share personal information is obtained whenever it is required.
- Help to ensure that information is shared when there is a requirement to do so.
- Help to ensure that all agencies comply with relevant legislation.
- Raise awareness amongst all agencies of the key issues relating to information sharing and give confidence in the process of sharing information with others.

Principles of Information Sharing

Effective information sharing underpins integrated working and is a vital element of both early intervention and safeguarding. Each partner can hold different pieces of information which need to be placed together to enable a thorough assessment to be made.

To share information about a person you need a clear and legitimate purpose to do so, as this will determine whether the information sharing is lawful. For partners working in statutory services, the sharing of information must be included within the powers of the service. This will also apply if partners from the voluntary sector are contracted to provide a service on behalf of a statutory body.

Obtaining and sharing information

The sharing of information must have due consideration with the law relating to confidentiality, data protection and human rights. Having a legitimate purpose for sharing information is an important part of meeting those legal requirements. It is important only to share as much information as is needed and records should be accurate, relevant and up to date.

Confidential information

Confidential information is:

- Private or sensitive personal information.
- Information which is not already lawfully in the public domain or readily available from another public source.
- Information that has been shared in circumstances where the person giving the information could reasonably expect that it would not be shared with others.

This is a complex area and you should seek advice from your organisation's Information Manager if you are unsure about confidentiality.

Signatories to the protocol may lawfully share confidential information without obtaining consent if this can be justified in the public interest. Judgement is required on whether there is sufficient public interest using the facts of each case individually. Public interest can arise when protecting children from significant harm, promoting the welfare of children or preventing crime and disorder.

Proportionality and necessity are factors to be taken into consideration when deciding whether or not to share confidential information. In making the decision, practitioners must weigh up what might happen as a result of the information being shared against what might happen if it is not and apply their professional judgement.

The nature of the information to be shared is also significant where the information is sensitive and has implications for the practitioner's relationship with the individual, recognising the importance of sharing information in a timely manner if it is in the child's best interest to do so.

Where there is a clear risk of significant harm to a child the public interest test will almost certainly be satisfied.

Obtaining consent

Consent must be informed, in other words the person giving consent needs to understand:

- Why the information needs to be shared.
- Who will see it.
- How much will be shared.
- What are the purposes and implications of sharing.

It is good practice for signatories to set out their policy on sharing information when clients first join a service and when securing information, the process should be transparent and respect the individual. Consent must not be obtained by coercion and must be sought again if there are to be significant changes in the use to be made of the information.

A child or young person, who is able to understand and make their own decisions, may give or refuse consent to share information. This would generally include children aged over 12, although younger children may have sufficient understanding. The child's view should be sought as far as possible. If a child is competent to give consent or refusal but a parent disagrees each individual case should be considered and again professional judgement should be applied.

When assessing a child's ability to understand, practitioners should explain in a way suited to their age, language and likely understanding. Where a child cannot consent, a person with parental responsibility should be asked to do so, on their behalf, although there are circumstances where this might be inadvisable. Where parenting is shared only one person with parental responsibility for a child needs to give consent.

It may not be appropriate to let a person know that information about them is being shared nor to seek their consent to share the information. For example, this would arise when sharing information is likely to hamper the prevention or investigation of a serious crime or put a child at risk of significant harm. In these circumstances, practitioners need not seek consent from the person or their family nor inform them that the information will be shared.

Similarly, consent need not be sought when practitioners are required to share information through a statutory duty or court order. However, in most circumstances they should inform the person concerned that they are sharing the information, why they are doing so and with whom.

Sharing Information Appropriately and Securely

Information should be shared in accordance with the principles of the Data Protection Act 1998 and follow the policy and procedures of the signatory service.

Practitioners should:

- Only share the information which is necessary for the purpose.
- Understand the limits of any consent given, particularly if it is from a third party.
- Distinguish between fact and opinion.
- Only share it with the person or people who need to know and check that the information is accurate and up to date.
- Record decisions on sharing information and the reasons for doing so or not.
- If deciding to share the information, record what was shared and with whom.
- Retaining and storing Information.

Information must not be retained for longer than necessary for the purpose for which it was obtained. Signatory services should ensure that they have physical and electronic security in place for the stored data and that there is awareness, training and management of the systems where the information is stored.

Regular review

This protocol will be reviewed at least annually and amended to take account of changes in law, guidance and lessons learned from sharing data.

Signatories to the Protocol

The agencies signing this protocol accept the procedures laid down in this document provide a secure framework for tackling Child Sexual Exploitation in Greater Manchester. Any information shared between parties in respect of this protocol will be compliant with their statutory and professional responsibilities.

As such they will:

- Implement and adhere to the standards for procedures and structures set out in this protocol.
- Engage in a review of this protocol with the other signatories twelve months after its implementation and thereafter annually.

We the undersigned agree that each agency/organisation that we represent will adopt and adhere to this information disclosure protocol:

Organisation	Signatory person and position	Nominated representative	Contact details (include telephone number and e-mail address)

Organisation	Signatory person and position	Nominated representative	Contact details (include telephone number and e-mail address)

Information Sharing Checklist

- Do I already have informed consent to share this information?
- Is the information sensitive and personal?
- Do I need consent to share the information?
- Have I a legal duty or power to share the information?
- Whose consent is needed?
- Whose information is this?
- Would seeking consent place someone at risk, prejudice a Police investigation, or lead to unjustifiable delay?
- Would sharing the information without consent cause more harm than not sharing the information?
- How much information is it necessary to share in this situation?
- Am I giving this information to the right person?
- Am I sharing this information in a secure way?
- Does the person I am giving it to know that it is confidential?
- What will they do with it?
- Is the service user aware that the information is being shared (where this would not place someone at risk or prejudice a Police investigation)?
- Have I distinguished between fact and opinion?
- Does the person who is giving consent understand the possible consequences of sharing the information?

Legislation / Guidance

- The Data Protection Act 1998
- The Human Right Act 2000
- The Children Act 2004
- The Crime and Disorder Act 1998
- Freedom of Information Act 2000
- NHS Act 2006
- Working Together 2013
- Protocol and Good Practice Model 2013

Glossary of terms and phrases commonly used in relation to child sexual exploitation

ACPO

Association of Chief Police Officers

ASSET

Youth Justice Board Offending Assessment Tool. The assessment process is designed to find out the risk and protective factors playing a part in a young person's offending. 'Asset' is approved by the Youth Justice Board for England and Wales, and its use mandated by 'Youth Justice National Standards'.

CAF

Common Assessment Framework - A four-step process whereby practitioners can identify a child's or young person's needs early, assess those needs holistically, deliver coordinated services and review progress. The CAF is designed to be used when a practitioner is worried about how well a child or young person is progressing (e.g. concerns about their health, development, welfare, behaviour, progress in learning or any other aspect of their wellbeing), a child or young person, or their parent/carer, raises a concern with a practitioner or a child's or young person's needs are unclear, or broader than the practitioner's service can address.

CAIT

Child Abuse Investigation Team - A unit within the police forces of the United Kingdom, responsible for investigating offences relating to children.

CEOP

Child Exploitation and Online Protection centre - Formed in 2006, CEOP's aim is to eradicate the sexual abuse of children. Part of UK policing, CEOP works with a variety of national and international agencies to investigate child sexual exploitation. Raising public awareness and educating children and parents so that they can look after themselves is a key part of what the organisation does.

CIN

Child in Need, often used in relation to safeguarding thresholds.

Clipping

Child or young person targeting specific persons to commit personal robbery against by offering to have sex for monies then running when they receive payment before sexual activity takes place

CP

Child Protection - A set of usually government-run services designed to protect children and young people who are underage and to encourage family stability.

CROP

Coalition for the Removal of Pimping – former organisation now known as PACE (Parents Against Child Sexual Exploitation) – see below.

CSE

Child Sexual Exploitation. Phoenix has chosen to use the definition developed by young people with the Children's Society 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)."

CSC

Children's Social Care

CYP

Children and Young People (aged up to 18)

DCSF

Department for Children Schools and Families. (Now Department for Education)

Demand

Practices that encourage commercial and/or personal gain from the sexual abuse or exploitation of children. Examples of these practices include but are not limited to:

The depiction of children as sexual objects to be abused or exploited, such as in pornography or hyper-sexualized mainstream media images.

Messages, images, and practices that promote, encourage, or shape sexual arousal toward children

Social norms that create barriers to effective bystander intervention in sexual abuse and objectification of children because such behaviour is normalized and thereby viewed as harmless or even beneficial.

The cultural and social norms that hold children accountable for what happens to them instead of holding accountable those who abuse or exploit them.

Sex and human beings dealt with as a commodity, for example, where some people are allowed to buy or sell others for sex.

Gender norms that perpetuate expectations that girls are to see themselves, and to be seen, for their worth as sexual objects and that teach boys that they are entitled to view girls in this way.

Disruption

Tactics used to divert or stop perpetrators exploiting young people where there is little or no evidence to prosecute

DfE

Department for Education

EHA

Early Help Assessment Form uses the Common Assessment Framework to underpin its structure and promotes the involvement of children and families in agreeing what positive change is required.

EPO

Emergency Protection Order is an order made under Section 44 of the Children Act 1989 enabling a child to either be removed to a place of safety or to be kept where he or she is as a means of providing immediate short-term protection.

Gang

Gangs mainly comprise of men and boys aged 13 – 25 years old, who take part in many forms of criminal activity, such as knife crime or robbery, who can engage in violence against other gangs, and who have identifiable markers such as territory, a name, sometimes clothing etc.

Gang Associated Sexual Exploitation

When CSE occurs in association with gangs, it can often be as a weapon in gang conflict, used to 'set up' or 'frame' rivals, as a form of punishment to members, or as a form of gang initiation. Similarities with 'group associated sexual exploitation' are that it involves peer-on-peer exploitation, it is linked to sexual bullying within schools. It also involves commercial exploitation linked to other offending, such as drugs sales and internal trafficking

Groomed

A systematic process used to engage young people and coerce them to provide sexual favours. (See DCSF Guidance for definition)

Group

In contrast to 'gang', child sexual exploitation by a group involves people who come together in person or online for the purpose of setting up, co-ordinating and/or taking part in the sexual exploitation of children in either an organised or opportunistic way.

Group-Associated Sexual Exploitation

Group-associated child sexual exploitation involves a group or network of individuals who, for a range of reasons, come together to sexually exploit children.

The individuals in this network may never meet. They are likely to be connected through the victims that they abuse, the taxi firms or bus shelters they use, the take-away shops they frequent in order to find vulnerable children and young people, or the organised 'parties' they go to where they pay to abuse children and young people. However, they might also be peer-groups, or known through families, neighbourhood or other connections. Some groups are highly organised while others are ad hoc and opportunistic. Some groups are making commercial and financial profit from the exploitation of children and young people while others make no obvious financial gain.

In all cases, they are identified as a 'group' in the context of CSE, but might not be identified as a group for any other reason.

Exploitation in this context can involve exploitation in exchange for accommodation, money or gifts. It often involves targeting of residential children's home, and/or the 'party model' of commercial exploitation. It is also linked to intra-familial child sexual abuse and is linked to areas that are transport hubs. Similarities with 'gang associated sexual exploitation' are that it involves peer-on-peer exploitation, it is linked to sexual bullying within schools. It also involves commercial exploitation linked to other offending, such as drugs sales and internal trafficking

Group-Based Sexual Offending

Group-based sexual offender is committed more frequently by offenders in their teens and early twenties, as opposed to those who offend alone. It involves 'leaders' and 'followers' based either on seniority, with older perpetrators ordering younger ones to offend or on some group members instigating abuse in which the rest of the group then take part. It also involves greater levels of physical violence than that perpetrated by smaller groups.

Hot spot

Specific areas, streets or houses used to target young people

Information Report

Form Template for sharing information about risks to CYP with the Police

MISPER

Missing Persons

Networks of Individuals Using Transport Hubs

Bus and coach stations are being used by perpetrators to spot and recruit children and young people for sexual exploitation. This is particularly the case where they were running away from home and living on the street as a result. Perpetrators know such children and young people need a room. They are picked up at stations and offered accommodation for the night, in exchange for sex. In a number of cases, the same child or young person would return to the bus station each evening and different men would make the same offer. In cases like these, individuals are often connected through the one victim, and their use of bus shelters, rather than their own network, to find vulnerable children and young people. Nationally, there have been instances where bus or taxi drivers offer lifts in exchange for sex, to children and young people who are homeless and standing at bus shelters.

Normalisation

The process by which an idea, concept, or behaviour becomes an accepted part of societal culture. Once this occurs, something that was once clearly understood as abhorrent or harmful becomes considered “just the way it is.” With more barriers removed and further normalization, the idea, concept, or behaviour becomes viewed as beneficial or even preferential—the thing to have, the way to be, the expected behaviour (Anderson and Cooper, 2006).

PACE

Parents Against Child Sexual Exploitation is the new name for the organisation formerly known as CROP (Coalition for the Removal of Pimping). PACE works alongside parents and carers of children who are – or are at risk of being – sexually exploited by perpetrators external to the family. PACE works collaboratively with police and social services and campaigns for policy change.

Perpetrator

Any person who poses a risk or commits crimes against a young person

Pimping

The act of controlling and selling access to other human beings in systems of prostitution, in order to make a profit.

Policy

A course of action or inaction, chosen by a society, its structures, and its members, to address a given problem or interrelated set of problems. Policies are determined and implemented at a number of levels: governmental, institutional, social and cultural.

Positive development

The mix of positive opportunities, support, resources, and relationships made available to children and young people by their parents, other adults, peers, schools and communities, which increase the likelihood that children and youth are healthy, caring, and responsible (Mannes, 2008).

PPO

Police Protection Order

Procuring

Adults and older peers groom the young person to groom other younger children for them to sexually abuse and exploit. Occasionally parents and carers who themselves are or have been adult ‘sex workers’, or sexual abusers may procure their child for abusers and exploiters

Prostitution

A practice in which money or other material compensation or value is exchanged, whether with mutual consent or not, for performance of a sex act or access to sex.

Pseudo Imagery

Includes sharing sexualised cartoon images or other CYP’s bodies and placing CYP face on sexualised images, then sharing via the internet or texts.

Red Light District

Local area used for the purposes of soliciting

Risk Indicator

Common or known signs of child sexual exploitation

SERA / SERAF

Sexual Exploitation Risk Analysis (Framework)
– model originating with Barnardo's and completed by some police forces to show risk categories (and the escalation between them) faced by children and young people potentially at risk from sexual exploitation.

Sexting

Sharing sexualised photos and language/photographs

Sexual Coercion

A process where a person is forced to engage in a physically intimate act against his or her will

Sexual objects

Any person who is regarded as an object for sexual gratification and use.

Sole-perpetrator

A sole-perpetrator linked to a network of individuals would groom a child. The perpetrator would then bring the child to the homes of 'friends', or invite his 'friends' to his own property, for the purposes of sexual exploitation. In many of these cases the different 'friends' would not meet or even know each other. Instead, the child would be taken from house to house. Research has been unclear as to whether these cases involved financial profit. In some instances, victims said they witnessed financial exchanges, but these were often small and ad hoc.

Soliciting

Legal term for exchanging and selling sexual favours

S47

Section 47 of the Children Act 1989 (indicative of concerns about significant harm)

STI

Sexually Transmitted Infections

TAC

Team Around the Child is a multi-disciplinary team of practitioners, working across all areas of the country, established on a case-by-case basis to support a child, young person or family.

Targeting

An adult or older peer involved in CSE identifies a vulnerable CYP and alone or with a cohort will develop a relationship with that young person with the intention of sexually exploiting them

Trafficking

Moving young people from one place to another within a city or across city borders for the purposes of sexual activity. No minimum movement required.

Transport Hubs

See 'Networks of individuals using transport hubs'

UKBA

United Kingdom Borders Agency

UKHTC

United Kingdom Human Trafficking Centre

Child Sexual Exploitation Measurement Tool

Guidance Notes

Having a single way of defining when a child is at 'high', 'medium' or 'lower' risk of CSE will allow partners to develop a better perspective on the prevalence and nature of CSE across the 10 LA areas and to provide a more consistent and appropriate service to the young people at risk of, or experiencing, CSE. If used consistently it is hoped this 'measurement of risk' tool will allow teams to measure whether the risk to a young person is increasing or decreasing and so put effective measures in place to try to manage this. A 'lower' risk score does NOT mean that no action needs to be taken as the earlier the intervention the better the chances of stopping the young person slipping further into sexual exploitation or could even prevent it from occurring. The outcome of this measurement will be shared with GMP's CSE Specialist Safeguarding Officers who will be responsible for creating (or updating) the CSE flag on their police system, OPUS, for that particular young person. Behind the flag will be the risk level posed to that child, a general summary of rationale supporting that assessment, and the date. For example:- Medium Risk CSE - indication of supporting evidence (who, what, why, when, where, how) - followed by the date. This is crucial information for our front line officers, across GMP, who will be in a position to respond appropriately to incidents involving that young person.

Who completes it and when?

This is NOT a screening tool. It is designed to measure the level of risk of CSE once some indicators have already been spotted. It should be carried out on ALL children who have been referred to social services showing indicators of CSE. It is recommended that it is carried out by a member of the specialist CSE team – preferably led by a social worker – in consultation with partners, to ensure all relevant information is shared, **and in discussion with the young person themselves so their wishes, their level of understanding and their willingness to engage is considered.** When a young person is hard to engage, the person with the best relationship with them should lead the work with oversight from the social worker. Remember, sexually exploited children are victims of abuse even if they don't see it as such.

The tool should be repeated whenever incidents occur which could change the level of risk to the young person. It should also be repeated as a matter of course every 3 months. All completed versions need to be kept and NOT overwritten so that the risk to the young person can be monitored over time. Teams must show they have reduced the risk to an individual as part of their exit strategy. Any interventions that appear to help lower the risk to individuals can be shared with teams in other areas via the Phoenix or LSCB networks.

How to complete it

Scores from ten main categories plus a score for your professional judgement are added together to provide a RAG rating of risk. The first page provides a summary of the scores where you can see at a glance whether the risk to that child has increased or decreased since the last time it was conducted. Fill this page in at the end. First go through the rest of the tool with the young person (using information from all relevant agencies) to find the description that best suits the young person's current situation. For example. Section 1: Episodes of Missing from Home or Care. If there have been no missing episodes then circle (1). You can record further detail, observations or intelligence in the box marked 'assessor reflections'. Write the score of (1) on the corresponding section on the front summary page. Continue with the rest of the questions until all ten are complete. Discuss and record the wishes and feelings of the young person and record and reflect on the insight offered by partner agencies. Use all this information to help you complete the Professional Judgement section and provide an analysis of what all this tells you as a professional. Evidence shows that some children can be extra vulnerable to CSE so professionals should be especially aware of children who are:

- Living in a chaotic or dysfunctional household (ie: parental substance misuse, mental health issues, domestic violence etc)
- Living in residential care
- Homeless or living in hostel or temporary bed and breakfast accommodation
- Have a history of abuse or neglect
- Experienced a recent bereavement or loss
- Low self-esteem
- Learning disabilities or poor mental health
- Gang associations or living in a gang neighbourhood
- Friends with other sexually exploited young people or going to school with them
- Lacking friends from the same age group
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families
- Young Carer

Consider these vulnerabilities when analysing your perception of the risk to an individual in the Judgement section. However, it is important to note that children without pre-existing vulnerabilities can still be sexually exploited. Provide a score from 1 – 10 (10 being a higher risk) and carry this forward to the first page summary sheet. Adding the score from the 10 categories plus the score for professional judgement should give you a total score of between 11 - 60.

Data Monitoring

This Measurement tool should assist you and your colleagues across Greater Manchester to consistently measure and monitor the risk to an individual young person and help you to take appropriate action. Completing the Data Monitoring Tool on the back page will also help us compile data on the nature of CSE, spot trends as they emerge and have a more reliable indication of the prevalence of CSE in your local area as well as an idea of the type of young people who may be most at risk. Please report this information into your local LSCB CSE Sub Groups every quarter so your Board can monitor this data as well as any issues that may arise in using the Measurement and Data Monitoring Tools. It's based on the Bedfordshire toolkit and includes additions suggested by colleagues across Greater Manchester who have been working with victims of CSE.

Phoenix and the Greater Manchester Safeguarding Partnership hope to gather data from all 10 LSCBs to build a picture of CSE across Greater Manchester which will enable us to tackle it more effectively.

The effectiveness of this tool will be evaluated. If you would like to give us any feedback or suggestions please contact

Phoenix Project Manager

damian.dallimore@rochdale.gov.uk

or

the Coordinator of the GM Safeguarding Partnership

lee.emery@stockport.gov.uk

Child Sexual Exploitation Measurement Tool

*** please read guidance notes before completing. Should be completed by a member of the specialist CSE team – preferably a social worker – in consultation with young person and partners ***

Front Summary Sheet

Young Person's Information		
Name	D.O.B / age	Contact Number
Address	Date of Assessment	Visit undertaken with:
	Date Referred	Completed by

Reason for assessment (ie: 3 month review or name what incident occurred to cause re-review)

Summary of scores from the assessment:

Indicator	Score		Score
1. Episodes of missing from home/care		6. Ability to identify abusive/exploitive behaviour	
2. School/college attendance		7. Engagement with appropriate service	
3. Misuse of substances		8. Sexual Health	
4. Parent/carer – young person relationship		9. Association with risky peers/adults	
5. Accommodation		10. Social Media (internet / mobile etc)	
Sub Total		Sub Total	
Total Assessment Score			

Professional Judgement Score:	Overall Score (Total from 10 categories plus Professional Judgement Score)
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RAG Rating					
High (41 – 60)		Medium (21 – 40)		Lower (10 – 20)	

CSE History (is this person previously known to your service or any other CSE team?)

:

When previously reviewed on this young person had a risk score of

Since the last review, this assessment shows the risk to this young person has

Increased	Decreased	Stayed the same
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Circle either 1, 2, 3, 4 or 5 on each of the ten categories which best describes the current situation for the young person. The score for each section should be recorded on the front summary page and added to the score you give for professional judgment which will give an overall total.

1. Episodes of missing from home/care		Assessor reflections
1	No missing episodes.	Times missing? Where do they go? Why do they go? Is carer aware of missing episode?
2	Stays out late, no missing.	
3	Occasionally goes missing, whether for short or prolonged episodes	
4	Frequent and short missing episodes	
5	Frequent and prolonged missing episodes	

2. School/College attendance		Assessor reflections
1	Engaged / re-engaged in education or training, or In work or actively seeking employment	
2	Is participating in education or employment but attendance is a concern. Education could include: Is on a roll at a school or PRU Is on a roll at a school or PRU with alternative provision in place Is on roll at a college Is employed with training	
3	Is on a reduced timetable, or Is persistently absent from school, or Sudden noticeable change in attendance, performance or behaviour at school	
4	Young person is excluded from school with no planned provision, or A NEET (not in education, employment or training) But where the young person is showing an interest in accessing opportunities.	
5	Young person is not attending school or is a NEET and shows no interest in accessing educational or training opportunities.	

3. Misuse of Drugs or Alcohol		Assessor reflections
1	No concerns	Where do they take them? How do they fund it? Who with? Type / class of substance?
2	Some concerns about drugs or alcohol (or cigarettes in younger children)	
3	Uses drugs or alcohol– increasing concerns	
4	Alcohol/drug dependency suspected	
5	Young person is dependent on alcohol / drugs. Known / disclosure or appears dependent on alcohol/ drugs.	

4. Parent/Carer – Young Person Relationships		Assessor reflections
1	Parent/Carer and young person have a positive relationship and communicate effectively. Carer demonstrates emotional warmth and provides stability for young person. Young person responds to boundaries.	
2	Parent/Carer and young person generally have a positive relationship. Appropriate boundaries are in place. The young person does not always adhere to them.	
3	Sudden negative change in quality of relationship, or Relationship between parent/carer and young person is strained	
4	Historic abuse in family (emotional, neglect, physical or sexual) or Poor or negative communication with young person not responding to boundaries	
5	Current / suspected abuse in family (emotional, neglect, physical or sexual) or Poor communication, low warmth, attachment or trust. Parent/Carer does not implement age appropriate boundaries.	

5. Accommodation		Assessor reflections
1	Young person and Assessor are satisfied accommodation meets the young person's needs ie: the environment is a stable place where the young person feels safe.	
2	Young person and Assessor are generally satisfied with accommodation and accommodation meets most of the needs of young person, or some concerns about longer term stability.	
3	Unstable or unsuitable accommodation. Young person and assessor are not satisfied where the young person is living, Or Recent placement change	
4	Frequent placement changes	
5	Temporary Accommodation / sofa surfing / Homeless	

6. Ability to identify abusive/exploitive behaviour – both young person and parent/carer		Assessor reflections
1	Young person has a good understanding of exploitative / abusive behaviour and can use it to keep themselves safe	
2	Reasonable understanding of abusive / exploitative behaviour	
3	Some understanding of abusive / exploitative behaviour. May recognise risks in theory or risks to their peers but cannot apply it to keep themselves safe.	
4	Very limited recognition of abusive / exploitative behaviour	
5	No recognition of abusive / exploitative behaviour, or The young person's parent/carer cannot identify or recognise the risk of abuse or exploitation	

7. Engagement with appropriate services		Assessor reflections
1	Good engagement with all appropriate services	
2	Reasonable engagement with all relevant services, or Good engagement with a single service provider but less so with others	
3	Some engagement with services, occasional contact.	
4	Brief engagement with service: early stages or sporadic contact	
5	Not engaging with service / no contact	

8. Sexual Health Activities and Awareness		Assessor reflections
1	Is not sexually active but is aware of where to get support and advice when needed. No concerns re: sexual health	
2	Young person is sexually active and in an equal consensual relationship with a peer. Young person does not feel pressured, they feel they can say 'no' and is following 'safe sex' advice.	
3	Is not sexually active but is feeling pressured to become sexually active, or There are some sexual health concerns	
4	Young person is sexually active but is not receiving support from any sexual health services.	
5	Young person feels pressured to have sex or to perform sexual acts in exchange for status/protection, possessions, substances or affection, or Young person is in a sexual relationship with an adult / there is a wide age gap, or Young person is under 13 and sexually active, or Young person has many sexual partners / many tests for STIs or pregnancy, or Sex is non-consensual – young person is experiencing violence or coercion with sex, or are unable to consent due to intoxication, or Young person is made to watch sexual acts being performed on others.	

Note: Consider referring young person for a full Sexual Health Assessment if they have not been referred in via this route. For details of local services click [here](#).

9. Association with gangs/criminals or adults and peers who pose a risk		Assessor reflections
1	Young person not at risk. May have some contact with vulnerable peers but has other positive networks.	
2	Young person is aware of gang activity in their area but is not actively involved.	
3	Young person socialises with vulnerable peers or is in contact with peers who pose a risk	
4	Young person is in contact with risky adults. They are developing an awareness of risks/exploitation but contact has not significantly reduced	
5	Young person is known to be habitually associating with risky adults and/or peers and does not act on this, or Young person is actively involved with a gang or criminal group or associated to gang members through peers or family.	

NB. In this context 'risky' means that they either present a direct risk to the young person (i.e. in terms of domestic abuse / physical violence or sexual abuse / exploitation) or they are likely to draw the young person towards other adults / peers who present this risk.

10. Social Media (Internet and mobile usage)		Assessor reflections
1	Young person uses the internet and or has an instant messaging account e.g. whatsapp, BBM, Snapchat etc. They have good awareness of potential risks / danger of internet use and there are suitable parental controls in place	
2	Young person has accessed one or more social networking sites and may have links to, or is 'friends' to numbers of unknown people (ie: doesn't know them in real world)	
3	Unmonitored / secretive use of internet Young person receives texts / calls from unknown people In possession of a mobile phone which parent / carer has no or only limited knowledge of.	
4	Young person proactively exposes themselves to online dangers – for example facebook, dating sites, tinder, broadcasts pin on BBM etc. Or regularly posts inappropriate images of themselves online unprompted.	
5	Young person has posted inappropriate language / information / sexual pictures when contacted by an adult / older peer / unknown person. Does not acknowledge the risks of this, or Young person plans to meet face to face person they only know online	

Consultation – this risk assessment must be carried out in consultation with the young person involved and multi-agency partners

<p>Wishes and feelings of young person:</p> 		
Professional's relationships:	Contributed:	Contact details and comments: If you have chosen not to consult with them please record why.
YOS	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Health (GP, Mental Health etc)	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Education / College / EWO / Connexions	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Area social worker	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Parent / Carer	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Young person	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Housing	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Residential care Home	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Foster Carer	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Sexual Health Advisor	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Police/CSE team	Yes <input type="checkbox"/> No <input type="checkbox"/>	

Alcohol/Drug Services	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Other Local Authority	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Other	Yes <input type="checkbox"/> No <input type="checkbox"/>	

Professional Judgement * Please score this section 1-10 (10 being a higher risk) and carry the score forward to your overall score *

Use this section to provide an analysis of what the information you have from all agencies is telling you about the young person and their life Highlight any concerns that have been raised which add to the young person's vulnerability such as recent bereavement, domestic abuse, mental health issues, low self-esteem, learning disabilities etc. (use the vulnerability indicators in the guidance section) **Also include any previous referrals (even if NFA) and whether young person has received any gifts – money, mobile phone, clothing, accessories etc.**

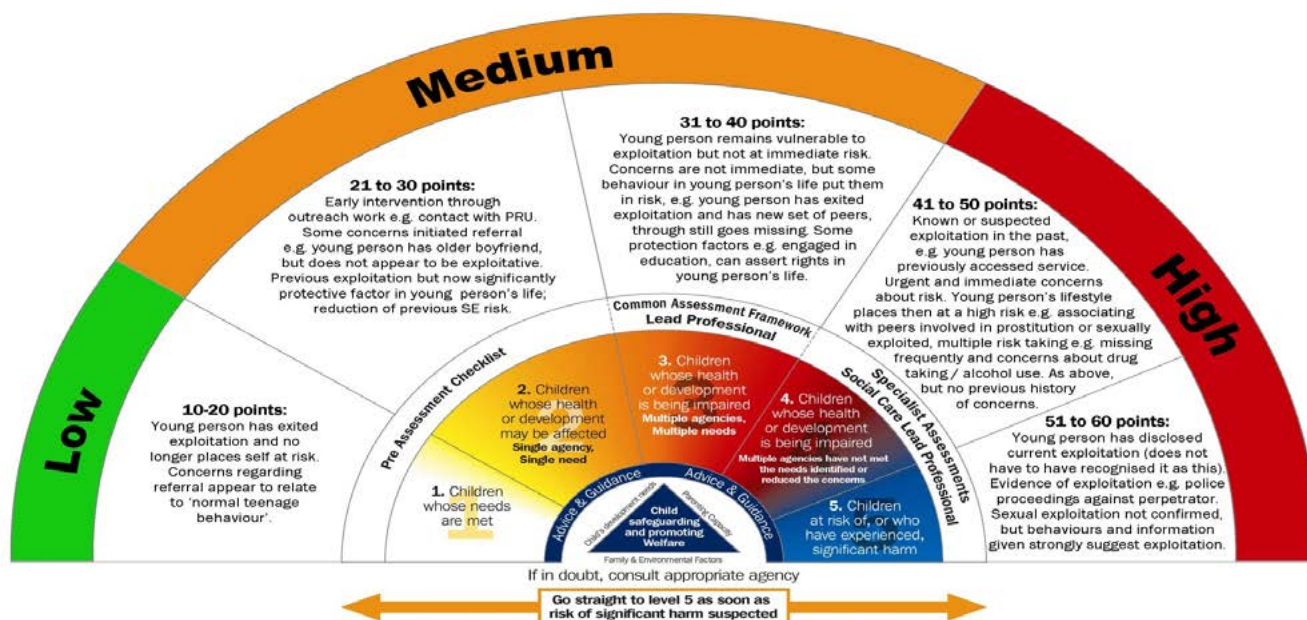
Score:

Now carry this score forward and include in the total on the front page.

SW Manager's signature

Date

Risk diagram



CSE Data Monitoring Tool. Please ensure that all boxes are ticked where appropriate. For further advice please refer to the Bedfordshire Toolkit

Personal Details			Local Authority Area		
Age	Ethnicity	Nationality	Gender	Sexual Identity	Disability

Nature of Exploitation (If applicable)					
Internet/ Phone	Party	Boyfriend / Girlfriend	Lone Offender	Group / Gang	On Street

Current Living situation (If applicable)					
At home	Foster Care	Residential Care	LAC Legal Status	Independent Living	Homeless

EET						
School / EWO	College/ Connexions	PRU	Statemented	Training	Employment	Neet

Health						
Alcohol use	Drug use	Cigarette use	Mental Health concerns	Emotional Health concerns	Physical Health Concerns	Sexual Health Concerns

Other Risk Factors					
Childcare History	Missing Incidents	Domestic Violence	Other Violence	Self-Harm	Peers/ Associates

Criminal Justice Issues		
YOS	Current Orders	Previously Known Details

