



Guidance for schools on how to prevent, identify and respond to Child Sexual Exploitation

Ofsted

Ofsted School Inspection Handbook September 2015

Effectiveness of leadership and management

138. In making this judgement in schools, inspectors will consider:

- The effectiveness of leaders' and governors' work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism and what staff do when they suspect that pupils are vulnerable to these issues.

The Common Inspection Framework Ofsted September 2015

Personal Development, behaviour and welfare

31. Inspectors will make a judgement on the personal development, behaviour and welfare of children and learners by evaluating the extent to which the provision is successfully promoting and supporting children's and other learners':

- understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media.

Inspecting safeguarding in early years, education and skills settings September 2015

10. Safeguarding action may be needed to protect children and learners from:

- child sexual exploitation and trafficking
- the impact of new technologies on sexual behaviour, for example sexting

34. Inspectors will make a judgement on the personal development, behaviour and welfare of children and learners by evaluating, where applicable, the extent to which the provision is successfully promoting and supporting children's and learners' safety. In order to make this judgement, inspectors will consider, among other things, children's and learners' understanding of how to keep themselves safe from relevant risks such as exploitation and extremism, including when using the internet and social media. Inspectors should include online safety in their discussions with pupils and learners (covering topics such as online bullying and safe use of the internet and social media). Inspectors should investigate what the school or further education and skills provider does to educate pupils in online safety and how the provider or school deals with issues when they arise.

Definition

"Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities."

[NWG Network Tackling Child Sexual Exploitation](#)

Child friendly definition:

"Child sexual exploitation is a type of **child sexual abuse**. It happens when someone makes a child take part in sexual activities when they don't want to for their enjoyment. It can happen **online** and also in **real life**. Children often do not realise that what they are doing is **wrong** because the person abusing the child seems very kind and makes them feel special. The person abusing the child always **gains power and control**."

["If it's not better, it's not the end" Inquiry into Child Sexual Exploitation in Gangs and Groups: One year on Children and young people's version](#) From the Office of the Children's Commissioner

Characteristics of child sexual exploitation

- Young people are often targeted, groomed and controlled by a third party
- Can occur through the use of technology without the child realising immediately; for example, being persuaded to post sexual images on the Internet/mobile phone without immediate payment or gain
- In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, status, position of responsibility, physical strength and/or economic or other resources
- Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability
- Young people targeted become isolated from their peers and family/carers, and often go missing
- Victims can be girls and boys of any age; happens in all communities and there has been an increase in young people with learning disabilities
- Victims do not always see themselves as victims, their perception is that they are in a relationship with someone who looks after them
- Online grooming can lead to online exploitation through the sharing of self-generated images (SGI) but could also lead to offline exploitation.

What can schools do to prevent child sexual exploitation?

The following recommendations are based on the assumption that the school follows [safer recruitment procedures](#).

1. Awareness raising:

It is recommended that all staff, teaching and non-teaching in all Lancashire schools complete the CSE e-learning module level 1 on the Lancashire Children and Young People's Trust Website.

Course objectives:

- A basic understanding of what CSE is
- Knowledge of the pre-disposing factors for CSE
- Knowledge of the warning signs in children and young people of CSE
- Knowledge of what to do if they are concerned that a child/young person is being sexually exploited
- Knowledge of the CSE teams in Lancashire

- Knowledge of some of the issues regarding offenders/sexual exploiters.

[Click here to create a log in](#) and complete the course. This could be done during a staff meeting or INSET in order to address any issues it may raise for colleagues.

Awareness needs to be raised with partners in Alternative Provision to ensure individuals' vulnerability is not increased by being off site. The partnership needs to agree systems and procedures to prevent, identify and respond to CSE.

2. Safeguarding through the curriculum:

Primary and secondary schools have a role in developing children and young people's skills, knowledge, values and attitudes to reduce the likelihood of sexual exploitation in an age and ability appropriate context through the curriculum.

The Office of the Children's Commissioner in their report entitled ["If it's not better, it's not the end"](#) identified that:

"Relationships and Sex Education is an important means of equipping young people with the knowledge to recognise abuse, understand the issues around sexual consent and healthy relationships, and mitigate the impact of pornography on attitudes and behaviour. Schools have a vital role to play in delivering this educational content to all children in England. We recommended that Relationships and Sex Education be taught as part of a robust PSHE programme in all schools."

The Education Health and Wellbeing Team is able to support schools to develop their PSHE curriculum to address CSE.

Contact Barbara Booth email: barbara.booth@lancashire.gov.uk or Kate Piercy email: kate.piercy@lancashire.gov.uk

The [PSHE Association Programme of Study Key Stages 1-4](#) commissioned by the government supports schools to develop a curriculum that clearly contributes to preventing CSE in all Key Stages. (See appendix 1 for curriculum content from the programme of study).

There are a number of documents to support the Programme of Study including:

[Sex and Relationships Education for the 21st Century – Supplementary Guidance to the Sex and Relationship Education DfEE \(o116/2000\)](#) produced by Brook, PSHE Association and Sex Education Forum

[Guidance on teaching about consent in PSHE education](#) (key stages 3 & 4) – produced by the PSHE Association

Women's Aid Education Toolkit – [Expect Respect Toolkit](#) with lesson plans for Reception to Year 13

NSPCC Childline:

- What is abuse? Key Stage 1 and 2 assemblies and workshop – contact Chris Dunn at Chris.Dunn@NSPCC.org.uk
- [Talk PANTS – the underwear rule](#) for primary aged children.
- [Share Aware](#) – online safety for parents and families.

How can schools identify child sexual exploitation?

A whole school approach is crucial to ensure all members of the school community are aware of CSE. The curriculum may raise this as an issue for individuals. Consequently, schools need to have robust systems and procedures in place to ensure they respond appropriately.

It may become apparent through observations made by any member of the school community, adult or child, that an individual or a group may be involved in CSE as a victim or a perpetrator. Within this process, it is essential it is clearly understood that boys can be victims as well as girls.

WARNING SIGNS AND VULNERABILITIES FOR CHILD SEXUAL EXPLOITATION

1) Warning signs and behaviours

- Missing from home or care
- Physical injuries
- Involvement in offending
- Repeat sexually-transmitted infections, pregnancy and terminations
- Absent from school
- Change in physical appearance
- Evidence of sexual bullying
- Vulnerability via the internet and/or social networking
- Estranged from their family
- Receipt of gifts from unknown sources
- Recruiting others into exploitative solutions
- Poor mental health/Self-harm
- Thoughts of or attempts at suicide.

2) CSE Vulnerabilities include:

- Chaotic/dysfunctional household.
- Parental substance use, mental health issues and criminality
- Domestic abuse and/or neglect
- History of abuse - familial sexual abuse, risk of forced marriage, risk of 'honour'- based abuse, physical and emotional abuse
- Recent bereavement or loss
- CSE Gang association
- Friends/association with sexually exploited young people e.g. school
- Learning disabilities
- Unsure about their sexual orientation / family unaware
- Homelessness
- Lacking friends from the same age group
- Living in a gang neighbourhood
- Living in residential care
- Living in hostel, bed and breakfast or a foyer
- Low self-esteem or self-confidence
- Young carer
- Missing from home or care

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- Change in physical appearance
- Evidence of sexual bullying
- Vulnerability via the internet and/or social networking
- Estranged from their family
- Receipt of gifts from unknown sources.

How can schools respond to child sexual exploitation?

School Policies:

To adopt a whole school approach, it is good practice that CSE should link to the following policies where appropriate: Safeguarding, Online safety, Behaviour including anti-bullying policy, Confidentiality, Emotional Health and Wellbeing, PSHE, Sex and Relationship Education and Drug, Alcohol and Tobacco Education.

Pastoral support

What is in place in school for children and young people to access confidential support? Children and young people must be able to identify trusted adults within the school community and be provided with anonymous ways of accessing support e.g. School Nurse, [Trust Ed](#), [ChildLine](#), [Children's Society](#), [Barnardos](#), [CEOP](#) or [NSPCC](#).

SEND pupils

A report by Barnados ['Unprotected, overprotected: meeting the needs of young people with learning disabilities who experience, or are at risk of, sexual exploitation'](#) identifies that young people with learning disabilities are vulnerable to CSE. This is due to factors that include overprotection, social isolation and society refusing to view them as sexual beings. The research also identifies that this group are particularly vulnerable to online grooming and sexual exploitation.

Pupils with moderate or mild learning disabilities or learning difficulties – and, in particular, autistic spectrum conditions (ASC) and attention deficit hyperactivity disorder (ADHD) may not reach the threshold for disability services which may make them more vulnerable. Schools should ensure that adults working closely with SEND pupils are aware of their extra vulnerability. Some explicit work may be needed to ensure that these pupils have a good understanding of the grooming process and how to keep themselves safe.

Working with families

Schools will feel confident to use established ways of working with families along with new technologies such as Facebook and Twitter to provide regular updates and information about children and young people's personal safety. The school will know when, what and how information should be shared with parents or carers as

prescribed in the Confidentiality Policy or part of the Safeguarding Policy. They know their pupils and individual family circumstances, in terms of CSE the family can be part of the problem and/or part of the solution.

Support for Schools

Lancashire Constabulary:

There are dedicated teams of people working across Lancashire from many different organisations to help victims escape the cycle of abuse.

The teams can be contacted directly on the following numbers/email addresses:

- Operation Awaken (Blackpool, Fylde, Lancaster, Morecambe and Wyre): 01253 477 261
- Operation Engage (Blackburn with Darwen, Hyndburn, Ribble Valley, Ribble Valley, Pendle and Rossendale): 01254 353 525
- Operation Deter (Preston, Chorley, South Ribble, West Lancs): 01772 209 122

Anyone with concerns about child sexual exploitation can contact police on 101. In an emergency always dial 999.

The Children's Society:

Specialist Child Sexual Exploitation (CSE) support for schools.

The Children's Society- Street Safe Lancashire

Telephone: 01772 759233

Unit 12, Eastway Business Village, Olivers Place, Fulwood, Preston PR2 9WT

www.childrenssociety.org.uk

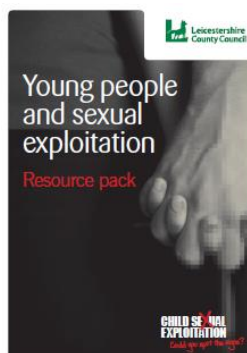
Resources



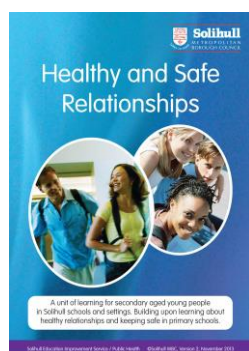
CEOPS – [Think U know website](http://www.thinkuknow.co.uk) has videos, lesson plans, and other age appropriate resources to use with children and young people from 4 – 18 years.



[Can Full of Nothing](http://www.canfullnothing.co.uk) is an educational resource produced by Hyndburn and Ribble Valley Community Alcohol Network partners to address a range of issues for young people including drug and alcohol use, risk taking, healthy relationships and exploitation. There are 12 session plans covering a range of issues including CSE.



[Young people and sexual exploitation resource pack](#) from Leicestershire County Council. This contains 10 session plans for use with young people to address issues including self-esteem, body image, consent and healthy relationships, staying safe, sexual health and safe sex and grooming, social network and befriending.



[Healthy and Safe Relationships resource pack](#) from Solihull Education Improvement Service. There are 7 sessions in this pack including Healthy, Positive and Safe Relationships, Consent and Capacity to Consent, Pressure and Risk, Grooming and sexual exploitation.



[The Lancashire Constabulary](#) website has a dedicated CSE section with useful information for schools.



[The UK Safer Internet Centre](#) produces its own resources and has links to different sites to support online safety education including grooming.



[STAR SEN Toolkit](#)

Practical advice and teaching activities to help educators explore e-safety with young people with autism spectrum disorders in Key Stage 3 and 4.



[Childnet](#) information for children, young people, teachers and families to help keep safe online. Downloadable resources available.

This guidance has been produced by the Education Health and Wellbeing Team. Thanks go to Stela Stansfield (Children's Society) and Graham Lowe (Chair of LSCB Online Safety Group) for their contribution.

If you require any further information please contact:

Barbara Booth (email: barbara.booth@lancashire.gov.uk) or Kate Piercy (email: kate.piercy@lancashire.gov.uk).

Appendix 1

Curriculum links in the PSHE Association Programme of Study to prevent CSE.

Key Stage 1

Core Theme 1: Health and wellbeing

Pupils should have the opportunity to learn:

- to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences
- about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings
- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls
- rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets;
- about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them
- to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'

Core Theme 2: Relationships

Pupils should have the opportunity to learn:

- the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises
- to recognise what is fair and unfair, kind and unkind, what is right and wrong
- to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
- to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
- that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say

Key Stage 2

Core Theme 1: Health and wellbeing

Pupils should have the opportunity to learn:

- to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build

resilience

- that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media
- to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong
- how their body will, and emotions may, change as they approach and move through puberty
- about human reproduction
- about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body autonomy and rights; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.
- strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones)
- the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
- about people who are responsible for helping them stay healthy and safe and ways that they can help these people

Core Theme 2: Relationships

Pupils should have the opportunity to learn:

- to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- to recognise ways in which a relationship can be unhealthy and who to talk to if they need support
- to be aware of different types of relationship, including those between acquaintances, friends, relatives and families,
- to judge what kind of physical contact is acceptable or unacceptable and how to respond
- the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
- to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view

Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen

Pupils should have the opportunity to learn:

- why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child

Key Stage 3

Core Theme 1: Health and wellbeing

Pupils should have the opportunity to learn:

- how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self
- the characteristics of mental and emotional health and strategies for managing it; to manage growth and change as normal parts of growing up (including consolidation and reinforcement of Key Stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence)
- ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations
- to understand risk within the context of personal safety
- the personal and social risks and consequences of substance use and misuse, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke
- the risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction'
- about how to access local health services

Core Theme 2: Relationships

Pupils should have the opportunity to learn:

- to explore the range of positive qualities people bring to relationships
- that relationships can cause strong feelings and emotions (including sexual attraction)
- the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships
- the features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships
- that the media portrayal of relationships may not reflect real life
- different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)
- to understand the importance of friendship and to begin to consider love and sexual relationships in this context
- to consider different levels of intimacy and their consequences
- to acknowledge the right not to have intimate relationships until ready
- to understand what expectations might be of having a girl/boyfriend
- about the difference between sex, gender identity and sexual orientation
- to recognise that there is diversity in sexual attraction and developing sexuality
- That consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'; that the seeker of consent is responsible for ensuring that consent has been given and if not given or withdrawn, that decision should always be respected.
- To learn about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)
- about readiness for sex and the benefits of delaying sex (or any level of intimacy beyond that with which the individual feels comfortable)
- the safe and responsible use of information communication technology (including safe

management of own and others' personal data including images)

- to understand the feelings and pressure that the need for peer approval, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours, can generate
- about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities)
- to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted
- the support services available should they feel or believe others feel they are being abused and how to access them

Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen

Pupils should have the opportunity to learn:

- about the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored

Key Stage 4

Core Theme 1: Health and wellbeing

Building on Key Stage 3, pupils should have the opportunity to learn:

- strategies for managing mental health including stress, anxiety, depression, self-harm and suicide, and sources of help and support
- where and how to obtain health information, advice and support (including sexual health services)
- about personal safety and protection, reducing risk and minimising harm in different settings (including social settings, the street, on roads and during travel)
- the wider risks and consequences of legal and illegal substance use including on their personal safety, career, relationships and future lifestyle

Core Theme 2: Relationships

Building on Key Stage 3, pupils should have the opportunity to learn:

- strategies to manage strong emotions and feelings
- the characteristics and benefits of positive, strong, supportive, equal relationships
- to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including honour based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk
- managing changes in personal relationships including the ending of relationships
- to develop an awareness of exploitation, bullying and harassment in relationships (including the unique challenges posed by online bullying and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and how to respond
- about the concept of consent in relevant, age-appropriate contexts building on Key Stage 3

- about impact of domestic abuse (including sources of help and support)
 - about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
 - to understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism)
 - how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity
 - to recognise when others are using manipulation, persuasion or coercion and how to respond
 - to understand the pernicious influence of gender double standards and victim-blaming
 - to recognise the impact of drugs and alcohol on choices and sexual behaviour
 - to manage unwanted attention in a variety of contexts (including harassment and stalking)
 - to assess readiness for sex
- the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)