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**Advance Trust**

**T/A**

**Kingfisher & Riversides Schools**

**Policy: Child Sexual Exploitation (CSE)**

**Policy Date: May 2018**

**This policy has been agreed by the RiverKing Well-Being Committee and will be reviewed annually.**

**Updated: 21st May 2018**

**Ratified by governors: 23rd May 2018**

**Next review due: May 2019**

**Responsible person: Paul Yeomans, Riversides School**

**Contents:**

Last updated: 21st May 2018

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## **Statement of intent**

**Riversides School** strives to ensure the safety and wellbeing of all pupils at the school. In order to effectively achieve this, staff members at the school must safeguard and protect children against CSE.

This policy outlines the school’s procedures for managing cases of CSE, including the prevention of CSE, teaching about the subject and reporting cases of CSE.

Within this policy, the responsibilities of staff members in relation to safeguarding and protecting children are outlined; including those in relation to the headteacher, designated safeguarding lead and the school’s governing board.

In order to effectively implement this policy and ensure the necessary control measures are in place, parents are responsible for working alongside the school to identify concerns and potential risks, in order to ensure the health and safety of their children.

# Named Staff and Contacts

**The Designated Safeguarding Lead (DSL) and Lead for CSE is**: Paul Yeomans

Contact details: email: [PaulYeomans@advancetrust.org](mailto:PaulYeomans@advancetrust.org) Telephone: 01905 21261/724526

**The deputy DSL(s) is/are:** Madeleine Hill

Ruth Meachem

Emma Wagstaffe

Harriet Thompson

Contact details: email: [MadeleineHill@advancetrust.org](mailto:MadeleineHill@advancetrust.org)

[RuthMeachem@advancetrust.org](mailto:RuthMeachem@advancetrust.org)

[EmmaWagstaffe@advancetrust.org](mailto:EmmaWagstaffe@advancetrust.org)

[HarrietThompson@advancetrust.org](mailto:HarrietThompson@advancetrust.org)

Telephone: 01905 21261/724526

**The nominated child protection governor is:** Pam Guy

Contact details: email: [francis.guy@outlook.com](mailto:francis.guy@outlook.com) Telephone: 01905 640 197

**The Headteacher is:** Paul Yeomans

Contact details: email: [PaulYeomans@advancetrust.org](mailto:PaulYeomans@advancetrust.org) Telephone: 01905 21261

**The Executive Principal is:** Liz Hayward

Contact details: email: [lizhayward@advancetrust.org](mailto:lizhayward@advancetrust.org) Telephone: 01386 442 753

**The Chair of Governors is:** Sue Carpenter

Contact details: email: [s.askin861@btinternet.com](mailto:s.askin861@btinternet.com) Telephone: 01905 21261

**Other named staff and contacts:**

* Safeguarding in Education Adviser, WCC………………… Denise Hannibal
* Local Authority Designated Officer/Position of Trust…… John Hancock
* Family Front Door : 01905 822666 (core working hours)

Out of hours or at weekends: 01905 768020

* CSE Coordinators 01905 843595 / 843730

To submit an online Cause for Concern notification log onto:

[www.worcestershire.gov.uk/](http://www.worcestershire.gov.uk/)

info/20383/are\_you\_a\_professional\_worried\_about\_a\_child

# Legal framework

* 1. This policy has consideration for, and is compliant with, the following legislation:
* Children Act 1989
* Children Act 2004
* Education Act 2011
* Education (Health Standards) (England) Regulations 2003
* Safeguarding Vulnerable Groups Act 2006
  1. This policy has consideration for, and is compliant with, the following statutory guidance:
* DfE (2015) ‘Working together to safeguard children’
* DfE (2016) ‘Keeping children safe in education’
* DfE (2017) ‘Child sexual exploitation’
  1. This policy will be implemented in conjunction with the following school policies:
* **Health and Safety Policy**
* **Child Protection and Safeguarding Policy**
* **Relationships and Sex Education Policy**
* **E-Safety Policy**
* **Anti-Bullying Policy**
* **Equal Opportunities Policy**

# Definitions

* 1. CSE is defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity, for either, or both, of the following reasons:
* In exchange for something the victim needs or wants
* For the financial advantage or increased status of the perpetrator or facilitator
  1. CSE does not always involve physical contact and can occur online.
  2. A child can be being sexually exploited even if the sexual activity appears consensual.
  3. If sexual gratification, or exercise of power and control, is the only motive of the perpetrator, this would not normally constitute CSE, but should be responded to as a different form of child sexual abuse and in line with the **Riversides Safeguarding Children Policy**.

# Roles and responsibilities

* 1. The **governing board** is responsible for:
* Appointing a lead governor for child protection and safeguarding.
* Ensuring that necessary child protection and safeguarding policies and procedures are in place at the school.
* Ensuring that staff members effectively carry out their duties, including those in relation to child protection.
  1. The **headteacher (DSL)** is responsible for:
* Ensuring that all staff members are aware of the school’s policies and procedures, including those in relation to CSE.
* Appointing an appropriate person to the role of designated safeguarding lead (DSL).
* Ensuring that pupils and parents are made aware of the problem of CSE in an age-appropriate manner.
* Ensuring that all new members of staff receive CSE training as part of their induction.
  1. The **DSL (headteacher)** is responsible for:
* Acting as the single point of contact for information.
* Ensuring that staff members receive safeguarding training, including that in relation to CSE, on a regular basis.
* Meeting with any vulnerable pupils who have unauthorised absences.
* Liaising with staff members and external agencies regarding CSE issues.
* Arranging appropriate CSE-related resources and information to be available to staff members.
* Making all staff members aware of the appropriate information sharing protocols.
* Ensuring that all CSE-related concerns are recorded in writing.
* Ensuring that the voice of the child is enabled where risk of CSE is identified and that this is done in a safe and sensitive manner.
* Ensuring information is displayed within school which signposts pupils to where they can access advice about CSE.
* Undertaking chid protection and safeguarding training at least every two years.
  1. All staff members are responsible for:
* Playing an active role in supporting the school in its commitment to promoting the safety and welfare of all pupils.
* Acting in accordance with statutory and good practice guidance.
* Reporting any concerns which they may have to the **DSL**.
* Following the guidance set out in the DfE’s ‘Working together to safeguard children’ where they believe a child may be at risk of harm.
* The early sharing of information.
* Respecting the confidentiality of information.
* Ensuring that they are aware of the school’s identification and reporting procedures.
* Reporting unauthorised pupil absences to parents, ascertaining the reasons for their absence.
* Ensuring that timescales are adhered to and any issues concerning CSE are passed on to the DSL immediately.
* Attending safeguarding and child protection training, including that in relation to CSE.
* Contacting the police if they think a child is in immediate risk of harm.
* Creating a safe learning environment for pupils.
* Ensuring incidents of sexual bullying and harassment are dealt with by the school quickly and effectively.

# Staff training

* 1. Sufficient child protection and safeguarding training will be undertaken by all staff members and school governors.
  2. Where appropriate, training sessions will be provided to parents in order to help combat CSE at all levels of the school community.
  3. When planning training, the **DSL/headteacher** will take the context of the school into consideration, ascertaining whether there are specific issues which need to be addressed more than others.
  4. During staff training, the following issues will be addressed:
* Warning signs and indicators of CSE
* The different forms of CSE
* Pupils most at risk of CSE
* Protecting and supporting pupils
* Procedures for reporting suspected cases of CSE
* Information sharing protocols
* Facilitating conversations with pupils and parents about CSE
  1. Staff training will be updated on a regular basis, at the discretion of the **DSL** /**headteacher**, ensuring that the information staff members have is up-to-date with sector developments.
  2. All staff members will be trained to respond to concerns in ways that are:
* Child-centred.
* Developed and informed by the involvement of the child’s family, where appropriate.
* Responsive and pro-active.
* Relationship-based.
* Informed by an understanding of the complexities of CSE.

# Indicators of CSE

* 1. Staff members will be aware of the pupils most at risk of being sexually exploited, including vulnerable pupils, excluded pupils and those with special educational needs and disabilities (SEND).
  2. All staff members are aware of the warning signs of CSE and will look out for the following indicators:
* Being secretive
* Acting withdrawn and isolated
* Acquiring money and goods without sufficient justification
* Unexplained school absences
* Staying out late or going missing
* Consuming alcohol or drugs
* Acting hostile or aggressive
* Associating with gangs
* Developing relationships, particularly of a sexual nature, with a significantly older person
* Changing their physical appearance
* Acting in a defensive manner
* Becoming involved in petty crime
* Having physical injuries without plausible explanation
* Trying to conceal marks or scars on their body
* Refusing to uncover parts of their body
* Entering or leaving vehicles driven by unknown adults
* Having a lack of positive relationships
* Using the internet in a manner which causes concern

# Effects of CSE

* 1. CSE can have long-lasting effects on a child and **Riversides School** is committed to early identification in order to reduce these effects.
  2. All staff members will be made aware of the effects and signs of CSE in order to aid early identification.
  3. Staff members are aware that CSE can affect every aspect of a child’s life, including, but not limited to, the following:
* Physical wellbeing
* Mental health
* Education
* Employment prospects
* Family relationships
* Social relationships, as children and as adults
* Their relationship with their own children in the future

# Online safety

* 1. Online safety will be taught in line with the school’s **E-Safety Policy**.
  2. Online safety will be addressed as part of the wider ICT curriculum.
  3. All staff members, pupils and parents will be made aware of the potential risks and dangers they may experience online.
  4. All pupils will be taught how to stay safe whilst online, including how to:
* Identify risks online.
* Recognise unsafe online contacts.
* Report concerns about themselves or others.

# Sexting

* 1. **Riversides School** is aware that the sending and receiving of sexually explicit messages or images is a serious offence, and is often utilised by CSE offenders to communicate with victims.
  2. Sexting will be handled as a child protection issue by the **DSL**.
  3. As part of their training, staff members will be able to identify instances of sexting and will be made aware of the necessary procedures to follow.
  4. The dangers of sexting will be taught alongside CSE in the PSHE curriculum, in order to convey to pupils how the two are linked and why they are dangerous.
  5. Pupils will be made aware that, regardless of age, the police consider sexting amongst people under the age of 16 a criminal offence.
  6. Parents will be informed via **annual letters home and parent meetings** about the dangers of sexting and the appropriate safety measures to be implemented.

# Relationships and sex education

* 1. Pupils will be taught about CSE in line with the school’s **Sex and Relationships Education Policy**.
  2. CSE will be addressed as part of a wider programme of work regarding relationships and sex education, as well as part of PSHE.
  3. The school is dedicated to delivering these programmes of work with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.
  4. The school understands that the teaching of some aspects of the programmes may be of concern to parents; therefore, parents will be involved in the curriculum planning process, ensuring that what is taught and how it is taught does not cause distress to parents.
  5. Pupils will be made aware of the dangers of CSE, along with how to spot the symptoms of CSE, through assemblies, leaflets, posters and the curriculum.
  6. The **DSL** will work to ensure that age-appropriate lessons are devised.
  7. Teachers will consider the feelings of pupils who may have been traumatised by similar incidents in their past when teaching about CSE.
  8. Sensitivity will be given to the age and cultural background of pupils.
  9. Where possible, CSE education will build on existing topics that pupils may already be aware of.
  10. Only age-appropriate topics will be taught.
  11. Throughout every year group, age-appropriate resources, such as diagrams, videos, books, games, discussion and practical activities, will be used to assist learning.
  12. Teachers understand that they may need to be more explicit and will adapt their planning of work in order to appropriately deliver the programme to pupils with SEND.
  13. Topics taught in relation to CSE in our primary setting will include the following:
* Friendship
* Private body parts, e.g. the underwear rule
* Appropriate physical contact
* Keeping safe
* Recognising risks and assessing risks
* Knowing where to get help
  1. Topics taught in relation to CSE in our secondary setting will include the following:
* Respect and responsibilities
* Consent
* Different types of abuse, including grooming and sexual exploitation
* Unhealthy relationships
* Skills to develop positive and healthy relationships
* Sexual bullying and peer pressure, including sexting
* Understanding dangerous and exploitative situations
* Gender stereotypes
* Risk taking and the consequences

# Working with parents

* 1. **Riversides School** will ensure that parents:
* Understand the risks of CSE and recognise that the issue is something that could affect their child.
* Understand that CSE can occur both online and offline.
* Know the warning signs of CSE.
* Know how to report any concerns that they may have.
* Know where to go for support if their child has been the victim, or is the suspected victim, of CSE.
* Are reassured that services will, as appropriate, work with them to try to protect their child.
* Have support to manage the emotional impact of CSE on their child and themselves.
* Have support that is tailored to their specific circumstances, e.g. support that recognises culture or faith.
  1. Parents will be provided with the contact information of relevant services and outside agencies via **letters home** and the **school website**.
  2. Parents will be made aware of whom to report concerns to within the school, via **information posted on the school website**.
  3. Parents’ concerns will always be listened to and taken seriously.
  4. Parents will be consulted regarding the content of pupils’ relationships and sex education, including that in relation to CSE, and their views will be listened to and valued.
  5. The school respects the legal right of parents/carers to withdraw their child from all or part of the relationships and sex education programme, including that regarding CSE, except for those statutory parts included in the science national curriculum.

# Reporting and referrals

* 1. All members of staff and pupils will be aware of the reporting procedures, as well as the contact details for the relevant outside agencies.
  2. Any member of staff who suspects a pupil is at risk of, or has been the victim of, CSE immediately reports the concern to the **DSL**.
  3. Parents and members of the school community will raise any concerns they have regarding CSE with staff members as soon as possible.
  4. All concerns and information regarding cases of CSE will be recorded in writing.
  5. The **DSL** will make an initial assessment as to whether the school is capable of dealing with the issue
  6. If the **DSL** believes the school is incapable of meeting the pupil’s needs, local children’s social care will be informed.
  7. If the pupil appears to be in immediate danger, the police will be contacted.
  8. After the assessment, a multi-agency meeting will be arranged with the parents/carers of the pupil, as well as representatives from children’s social care.
  9. Pupils will be made aware of the procedures for reporting concerns about CSE, including how confidentiality is guaranteed.
  10. All safeguarding and child protection concerns, including those in relation to CSE, will be dealt with in line with the procedures outlined in school policies, including the Riversides **Safeguarding Policy**.

# Providing support

* 1. Staff members will undergo training on an **annual** basis so that they can fully understand the needs of a pupil that has experienced CSE and provide effective support.
  2. Staff members will build trusting relationships with pupils which reinforce positive relationships.
  3. Pupils will be reassured that they can talk to staff members if they feel unsafe. All pupils will be able to identify at least **three** adults in the school who they feel like they could approach to talk to if they had a concern.
  4. A listening culture within the school will be actively promoted by all staff members.
  5. Mentors will be allocated to pupils who have experienced CSE and frequent contact will be maintained in order to develop a trustworthy and consistent relationship.
  6. Trained staff will provide pupils with advice on where and how to obtain confidential advice, counselling and treatment, as well as advice on emergency contraception and its effectiveness.

# Monitoring and review

* 1. The **headteacher** is responsible for reviewing this policy **annually,** in conjunction with the **governing board**.
  2. The effectiveness of this policy will be monitored and evaluated by all members of staff. Any concerns will be reported to the **headteacher** immediately.
  3. Following each case of CSE present at the school, this policy and pupils’ individual health care plans will be updated and amended as necessary.
  4. Any changes needed to this policy will be implemented by the **headteacher.**
  5. Any changes to this policy will be communicated to all staff members and parents.

# Appendix A

# Useful Contacts and Links

**For pupils**

**Think U Know**

This website includes different sections designed for children and young people aged 5-7, 8-10, 11-13 and 14+, ensuring that children and young people are taught about CSE using the appropriate resources and terminology for their age. For more information, visit: <https://www.thinkuknow.co.uk/>

**CEOP**

This national crime agency website can be used to make a report when a child is worried about online sexual abuse or the way someone has been communicating with them online. For more information, visit: <https://ceop.police.uk/safety-centre/>

**CSE the Signs**

Within this website there is a specific section designed for teaching children about CSE, including in relation to spotting warning signs, developing healthy relationships, staying safe, getting help and busting CSE myths. For more information, visit: <http://csethesigns.scot/young-people/>

**For parents**

**Parents Protect!**

A child sexual abuse awareness and prevention website created by the child protection charity Lucy Faithfull Foundation and Stop it Now! Campaign. This site provides information on CSE and where to get help, as well as a list of useful contacts. For more information, call 0808 1000 900 or visit: <https://www.parentsprotect.co.uk/home.htm>

**CSE the Signs**

Within this website there is a specific section designed for parents regarding recognising the signs of CSE, keeping your child safe online and how to access help and support for your child. For more information, visit: <http://csethesigns.scot/parents/>

**Safe and Sound Group**

This organisation fighting CSE has created a parent support resource pack providing various sources of useful information regarding supporting a child who is a victim of CSE. For more information, call 01332 362 120 or visit: <http://safeandsoundgroup.org.uk/help-support/parentscarers/parent-support-pack/>

**For teachers**

**Think U Know**

This website includes a section specifically designed for teachers which provides information about CSE, advice about teaching children about CSE and a resource library with materials suitable for both primary and secondary aged children. For more information, visit: <https://new.thinkuknow.co.uk/professionals/>

**It’s Not Okay**

CSE related website reinforcing the duty of school staff and the role that schools play in the protection of children and prevention of CSE. For more information, visit: <http://www.itsnotokay.co.uk>

**KidSMART**

This online safety website has an area specifically designed for teachers, providing numerous resources to use within the classroom in order to teach children how to use the internet safely. For more information, visit: <http://www.kidsmart.org.uk/teachers/>

**Think U Know – Video resources**

This CSE related website includes a video resources section which can be used to teach young people about child grooming, online safety and sharing information, such as images of a sexual nature. These resources are best suited for young people aged 12+. For more information, visit: <https://new.thinkuknow.co.uk/professionals/>

Appendix B



**Child Sexual Exploitation – Identification Tool**

The CSE Identification Tool is built into the Family Front Door's Cause for Concern Notification form, which is accessible through this link via the Children's Services Portal or the Professionals Portal. The Cause For Concern Notification has fields for evidence and details of concerns, and once complete can be printed for your agency's records.

The CSE Identification Tool is also incorporated into Children's Social Care Social Work Assessment template.

This version of the CSE Identification Tool is provided for reference only, to assist you in considering the risk indicators associated with a child or young person, to help clarify your concerns, and to facilitate discussion with your safeguarding lead, other professionals, Community Social Worker, or the Family Front Door. See the CSE Pathway on this page.

*“Child sexual exploitation is a form of sexual abuse in which a person(s) exploits, coerces and/or manipulates a child or young person into engaging in some form of sexual activity, sometimes in return for something, the child needs or desires and/or for the gain of the person(s) perpetrating or facilitating the abuse.”* (Adopted from CSE Knowledge Transfer Partnership NI and adapted by NWG Network).

Further information on CSE see West Midlands Safeguarding Children Procedures – 2.19 **Child Sexual Exploitation** and Child Sexual Exploitation risk assessment 2

**Revised April 2017**

**Risk indicators**

**Have any of these risk indicators been identified? If so, consider what evidence there is, and discuss with your agency CSE Lead Professional, your safeguarding lead, or your manager**

* Regularly coming home late or going missing
* Overtly sexualised dress, sexualised risk taking (including on the Internet)
* Unaccounted for monies or goods
* Associating with unknown adults
* Associating with other sexually exploited children
* Reduced contact with family and friends and other support networks
* Sexually transmitted infections or unplanned pregnancy
* Experimenting with drugs and alcohol
* Peer on peer, issues including sexualised bullying or sexting with consent
* Poor self image, eating disorders or self harm
* Having a much older boyfriend/girlfriend
* Missing school or excluded from school due to behaviour
* Young People changing their phones regularly can indicate change of sim cards
* Getting into cars with unknown adults or associating with known CSE adults
* Being groomed on or off line
* Clipping – (offering to have sex for money or other payment and then running before sex takes place)
* Receiving rewards of money or goods for recruiting peers into exploitation
* Disclosure of physical or sexual assault with no substantiating evidence to warrant sect 47 enquiry and then refusing to make or withdrawing complaint
* Reports of being involved in CSE through being seen in 'hotspots' (i.e. hotels or other commercial premises, recruiting grounds, cars or private addresses of concern and/or in the company of known CSE perpetrators)
* Staying out overnight with no reasonable explanation
* Having an older boyfriend or girlfriend believed to be a risk to young people
* Unaccounted for money or goods including mobile phones, drugs and alcohol
* Multiple sexually transmitted infections (STI’s)
* Self-harming that requires medical treatment
* Repeat offending linked to CSE or CSE activity

**Revised April 2017**

* Gang member or association with gangs and delinquent peer groups
* Breakdown in residential placements due to behaviour
* Child under 13 involved or coerced into sexual activity
* Pattern of street homelessness and staying with an adult believed to be sexually exploiting them
* Inciting a child under 16 meeting different adults and engaging in sexual activity for goods or a roof for the night.
* Peer on peer abuse(children who pose a risk to others or receiving awards for recruiting
* Removed from known ‘red light’ district by professionals due to suspected CSE
* Pattern of street homelessness and or staying with individuals who are likely to be sexually exploiting them
* Being taken to clubs and hotels by adults and engaging in sexual activity as part of grooming
* Being bought sold or trafficked
* Multiple missing episodes
* Disclosure of serious sexual assault and then withdrawal of statement
* Abduction and forced imprisonment
* Being moved around for sexual activity
* Disappearing from the ‘system’ with no contact or support
* Being bought
* Multiple miscarriages or terminations
* Chronic alcohol and drug use
* Indicators of CSE alongside serious self – harming

**Revised April 2017**

**Evidence of concerns**

Please consider what evidence has come to your attention for the risk indicators above, whether further information might be necessary to confirm concerns, and whether other professionals may also have evidence of concerns. You may wish to record your evidence here;

**Professional Analysis**

In you professional judgement is there reasonable cause for concern that the child is:

# Suffering sexual exploitation i.e. leading to action to protect

# Vulnerable to CSE i.e. leading to action to prevent

**Part 4 – Decisions and Action**

**Discussion with agency CSE Lead Professional, Safeguarding Lead or Manager**

* Date of discussion
* Decisions and Action

**Discussion with Access Centre/Family Front Door**

* Date of discussion
* Decisions and Action

**Save this form securely in your safeguarding records**