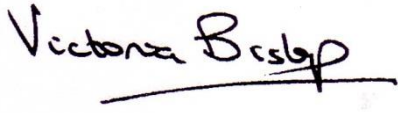


<b>Title</b>	<b>Awareness and Prevention of Child Sexual Exploitation Policy</b>
<b>Reviewed</b>	<b>July 2015</b>
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<b>Associated Policies</b>	<b>Child Protection Policy FGM Policy Extremism Policy</b>
<b>Originator</b>	<b>V Bishop K Blackett</b>
<b>Approved</b>	

## Contents

1. Introduction and Commitment.....	3
2. Aims and Objectives.....	3
3. Definition .....	3
4. The Board of Directors.....	5
5. The Designated Safeguarding Lead.....	6
6. Procedures to follow: what to do if a child is identified as at-risk of child sexual exploitation .....	7
7. Trust Staff.....	7
8. E-Safety .....	8
9. Appendix 1. Children At Risk Of Sexual Exploitation .....	9
9.2 Possible Warning Signs/Risks Indicators.....	9
9.3 Other Significant Risk Indicators .....	10

## **POLICY ON AWARENESS AND PREVENTION OF CHILD SEXUAL EXPLOITATION**

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

### **1. Introduction and Commitment**

Child Sexual Exploitation (CSE) has become a growing and serious concern and is recognised as a form of child sexual abuse. The Hatton Academies Trust Child Sexual Exploitation Policy is a recognition of this concern and our commitment to protecting and supporting the trust community and working with partner agencies to achieve this. As such, this Policy falls within the established Child Protection and Safeguarding framework that is in place in the trust.

At Hatton Academies Trust we strive to support and teach learners about how to make positive choices and informed decisions in their relationships so that they develop awareness and can protect themselves from all potential forms of sexual exploitation and abuse. The Hatton Academies Trust promotes healthy friendships and relationships through the academy ethos, trust and academy policies, learner-staff relationships and the curriculum. An awareness of the risk factors and signs and indicators of CSE is key for all staff as is how to access support and guidance.

The purpose of this policy is to create a considered and consistent approach to dealing with CSE at Hatton Academies Trust and to ensure effective working with partner child protection agencies. As a Unicef Rights Respecting School, when reviewing its policies and practices the Academy is mindful of the United Nations Convention on the Rights of the Child.

### **2. Aims and Objectives**

To increase awareness and understanding of CSE within the academy setting

- To raise awareness of the risk factors and warning signs CSE
- To provide relevant information and guidance on CSE, which is accessible to staff, parents/carers and learners.
- To provide a consistent approach when dealing with CSE
- To make available support for learners, parents and staff in the event of concerns arising in relation to CSE
- To enable those seeking help to feel secure and supported

### **3. Definition**

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion,

intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Although the majority of children at risk of Child Sexual Exploitation (CSE), are children and young people who attend secondary school, primary school aged children can also be at risk, or can be vulnerable to early grooming prior to entering secondary school. For this reason it is key that Early Years and Primary School staff have a clear understanding of the definition of CSE and the risk indicators, as well as the procedures which are to be followed by all partners in Northamptonshire. As well, staff must ensure that curriculum based learning has embedded within it a range of opportunities to enhance self-awareness, self-esteem and resilience in children so they are less likely to become involved in situations of CSE later on.

There can be a significant age gap between the child and the perpetrator, though this is not always the case. Incidents of Child Sexual Exploitation involving peers is rising statistically. All children are at risk though for children 11 years old and under, it is children in upper Key Stage Two who can be the most vulnerable given their age, access to the internet, and increased levels of independence in terms of walking to and from school and socialising with peers beyond the hours of the school day.

Child Sexual Exploitation is a form of child abuse. This policy must be read in conjunction with Hatton Academies Trust Child Protection policy. Any concerns about a child must be responded to urgently following the procedures outlined in the safeguarding policy.

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

**ANYONE CAN MAKE A REFERRAL INTO THE MASH**

**IF A CHILD IS AT RISK OF SIGNIFICANT HARM, PLEASE CONTACT THE MASH  
03001261000 OR THE POLICE 101 OR 999 IMMEDIATELY.**

All academies in Hatton Academies Trust will promote the right children have to feel safe, development of healthy friendships and relationships, and an awareness of how children can get help swiftly when interactions begin to feel unsafe. This will be achieved through a range of means, including and not limited to our whole trust ethos, safeguarding policies (including behaviour and e-Safety), and the academy's anti-bullying agenda. The academy will communicate with the whole-academy community, ensuring all staff, volunteers and visitors are aware of how pupils are encouraged to keep themselves feeling safe. The academy will work in partnership with parents, carers and families to support with online safety at home and pupils feeling safe in the community, and while socialising with peers.

Pupils from Early Years, through Key Stages One and Two will be offered curriculum based activities and lessons to support them in awareness of what safe social interactions feel like and how they need to be tuned into their feelings so they can gauge when they may be in a risky situation. Lessons will focus on promoting healthy interactions, positive relationships and independent self-care skills for children, and will enable teachers to alert children to the

dangers of grooming and CSE in a way that respects their right to feel safe and that is appropriate for their age/stage of development. Topics explored will include, and not be limited to, touch which feels safe/unsafe, feeling safe, stranger awareness, recognising and assessing risk, and knowing how and where to get help. Practitioners will be encouraged to use correct anatomical language for naming body parts. Teaching will be enabled through a range of resources appropriate for children in EY through to Key Stage 2

Secondary students will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. Young people in our academies will be supported in terms of recognising and assessing risk in relation to CSE, and knowing how and where to get help.

E-Safety is embedded throughout the academy and young people will have strategies for how to respond when they feel unsafe online. The academy will engage with outside support which may include visits from representatives from relevant charities (NSPCC, Barnardo's), and the Local Authority e-Safety officer for schools.

The Board of Directors are fully committed to dealing with the issue of Child Sexual Exploitation, and will co-operate extensively and effectively with outside agencies including the police, health and social care to enable potential situations of Child Sexual Exploitation to be identified rapidly and ensure a swift response follows. The response will be in line with Northamptonshire Safeguarding Children Board (NSCB) procedures, and clearly defined interventions can be put in place without delay. Interventions will include a robust multi-agency approach, based on an infrastructure of support around the child and family. Support will be offered to the child's peers and their families, where appropriate.

Northamptonshire Safeguarding Children Board has an online toolkit which can support professionals and practitioners who feel concerned about a child. Each academy Designated Safeguarding Lead (DSL), is expected to be familiar with the toolkit and to use it whenever a child is considered at risk of CSE. The results of the completed toolkit are to be submitted with a referral into the MASH should the concerns meet threshold for Level 4. The online toolkit can be accessed in Chapter Two of the [Northamptonshire CSE Prevention Toolkit](#).

Concerns with evidence which indicate possible CSE in children under 13 years old, must result in an immediate referral into the MASH.

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

[http://northamptonshirescb.proceduresonline.com/chapters/p\\_sg\\_cyp\\_sex\\_exploitation.html](http://northamptonshirescb.proceduresonline.com/chapters/p_sg_cyp_sex_exploitation.html)

#### **4. The Board of Directors**

The Board of Directors will monitor to ensure that preventative work is embedded in curriculum and in the trust's ethos, and is done in an appropriate and supportive way. The Board of Directors will expect the following from all trust staff:

- Appoint a lead Director for CSE. This will be the Trust CEO.

- Ensure the Principal has identified a named Designated Person on staff as Lead for CSE. This will be the Designated Safeguarding Lead.
- To attend training and ensure up to date training is provided for all staff, which includes understanding the risks and indicators of Child Sexual Exploitation and what to do if they think a child is at risk of CSE.
- Must read and understand the Child Protection policy in conjunction with this policy on Child Sexual Exploitation.
- Play an active role in supporting the academy in its commitment to promoting the safety and welfare of all pupils.
- Demonstrate through their actions their awareness of risk of Child Sexual Exploitation and their ability to identify potential indicators that a child may be at risk of grooming or experiencing early effects of the grooming process.
- Model behaviour which promotes children's right to feel safe and helps them to behave towards each other in ways that respect each other's right to feel safe.
- To listen to all children, record the Child's Voice accurately and gain consent before sharing the Child's View, where possible.
- Timescales are adhered to and any issues concerning Child Sexual Exploitation are passed onto the Designated Safeguarding Lead immediately, within the hour. If the Lead is off-site, they must be contacted by telephone.

## **5. The Designated Safeguarding Lead**

The Designated Safeguarding Lead/s will ensure that all staff are aware of the risk factors, signs and indicators, useful resources and details of local services, and have received training to increase their knowledge and develop confidence. Posters will be displayed and leaflets, raising awareness of local services and resources, will be readily available giving advice and information on child sexual exploitation. The academy will work in partnership with the NSCB and other multi-agency partners to protect the children and young people within the setting.

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

Designated Safeguarding Leads need to be aware that some of the lessons learned which have emerged from CSE around the country include a lack of information sharing. As with any safeguarding issue, the school's Designated Safeguarding Leads will be mindful of information sharing protocols and also their duty to safeguard children and young people when working with possible cases of CSE.

## **6. Procedures to follow: what to do if a child is identified as at-risk of child sexual exploitation**

- The academy's Designated Safeguarding Lead will complete the online toolkit which is referred to in the section above.
- The DSL will also contact the MASH.
- If a child discloses and there is evidence to suggest that a crime has been, or may have been committed against the child, contact the police and report the crime, noting the incident number.
- Send in a referral to MASH, following the procedures in the Thresholds and Pathways document. Attach the completed CSE assessment as supporting evidence to the referral form itself and submit them electronically.

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

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

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

[http://northamptonshirescb.proceduresonline.com/pdfs/missing\\_fr\\_home\\_or\\_care\\_pr.pdf](http://northamptonshirescb.proceduresonline.com/pdfs/missing_fr_home_or_care_pr.pdf)

## **7. Trust Staff**

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

- Agree ground rules with young people, including confidentiality. Confidentiality should be maintained in line with the school policy and the safeguarding policy.
- Model behaviour and being aware of values and attitudes, preconceptions and feelings. Staff will be prepared to challenge any inappropriate language and attitudes

including stereotyping and will recognise diversity and gender within the teaching group. .

- Building trusting relationships which will set the tone for lessons and helps to reinforce positive relationships.
- Ensuring each child in their class can identify at least 3 and preferably 4 adults in the academy that they could approach to talk with and perhaps ask for help if they felt unsafe. Children may or may not name the adults in their class, though it is important there are adults within school they identify for themselves who they can go to.

### **8. E-Safety**

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

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

*See also the trust's e-safety policy*



## **9. Appendix 1. Children At Risk Of Sexual Exploitation**

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

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

### **9.2 Possible Warning Signs/Risks Indicators**

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

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

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

### **9.3 Other Significant Risk Indicators**

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

If any concerns are raised, please access the online CSE assessment which can be found.

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