

## **RVPLP POLICY ON AWARENESS AND PREVENTION OF CHILD SEXUAL EXPLOITATION MARCH 2018**

***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.***

\* *Tackling Child Sexual Exploitation, March 2015, page 3.*

***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.***

\* *Keeping Children Safe in Education 2014, statutory guidance, page 10.*

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 the Rothwell Victoria Primary Learning Partnership (RVPLP) Safeguarding/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.**

### **SCHOOL POLICY**

The RVPLP 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 school ethos, safeguarding policies (including behaviour and online-Safety), and the school's Relationships and anti-bullying agenda. The RVPLP will communicate with the whole-school community, ensuring all staff, volunteers and visitors are aware of how pupils are encouraged to keep themselves feeling safe. School will work in partnership with parents, carers and families to support with online safety at home and children 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, friendships, personal safety, touch which feels safe/unsafe, feeling safe, stranger awareness, recognising and assessing risk, online safety, bullying 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 EYFS through to Key Stage 2. *A list of potentially useful resources can be accessed at the end of this document.*

Online-Safety will be taught throughout the school and children will have strategies for how to respond when they feel unsafe online. The school will engage with outside support which may include visits from representatives from relevant charities (NSPCC, Barnardo's), and the Local Authority online-Safety officer for schools.

All staff and governors in the school 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 school 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. All partners, including schools, are 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)

**GOVERNING BODY**

The Governors will monitor to ensure that preventative work is embedded in curriculum and in the school's ethos, and is done in an appropriate and supportive way. The governing body will expect the following from all school staff:

- Appoint a lead governor for CSE. This can be the same person as the school's governor for Child Protection or Children in Local Authority Care. **RVPLP lead governor for CSE is Ralph Beresford**
- Ensure the Head has identified a named Designated Person on staff as Lead for CSE. This can be the Designated Safeguarding Lead. **RVPLP Lead for CSE is Lisa Wilson**
- 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 Safeguarding and Child Protection policy in conjunction with this policy on Child Sexual Exploitation.
- Play an active role in supporting the school 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.

#### DESIGNATED SAFEGUARDING LEAD Training

Name	Role	Initial DSL training date	Refresher DSL date	CSE Training date
<b>Lisa Wilson</b>	<b>Family welfare coordinator</b>	<b>17<sup>th</sup> October 2012</b>	<b>March 2015 and 10<sup>th</sup> October 2016</b>	<b>9<sup>th</sup> October 2017</b> <b>Also doing further training on 16<sup>th</sup> March 2018</b>
<b>Bridget Leder</b>	<b>Deputy head teacher, Rothwell Junior school</b>	<b>4<sup>th</sup> November 2013</b>	<b>18<sup>th</sup> May 2017</b>	<b>18<sup>th</sup> October 2017</b>
<b>Lee Hurling</b>	<b>Executive Head teacher, Rothwell Infant and Junior</b>	<b>Refresher training completed Spring 2012</b>	<b>10<sup>th</sup> October 2016</b>	<b>9<sup>th</sup> October 2017</b>

	<b>Schools</b>			
<b>Gareth Rust</b>	<b>Year 3 lead</b>	<b>26<sup>th</sup> September 2016</b>		<b>13<sup>th</sup> November 2017</b>
<b>Caroline Tighe</b>	<b>Deputy Head teacher, Rothwell Infants school</b>	<b>8<sup>th</sup> October 2009</b>	<b>23<sup>rd</sup> November 2016</b>	<b>23<sup>rd</sup> October 2017</b>
<b>Maria Barker</b>	<b>Head of teaching and learning- Rothwell</b>	<b>5<sup>th</sup> November 2014</b>	<b>23<sup>rd</sup> November 2016</b>	<b>13<sup>th</sup> October 2017</b>

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 school 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.

## **PROCEDURES TO FOLLOW: WHAT TO DO IF A CHILD IS IDENTIFIED AS AT-RISK OF CHILD SEXUAL EXPLOITATION**

1. The School's Designated Safeguarding Lead will complete the online toolkit which is referred to in the section above.
2. The DSL will also contact the MASH.
3. 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.
4. 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 school 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)

## **SCHOOL STAFF**

Staff within the RVPLP will access training as determined by the Senior Leaders of the school. 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 school 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.

## **ONLINE-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 online safety policy*

### **Useful Resources**

#### CSE RESOURCES FOR PRIMARY SCHOOLS

Website with a range of resources including SNAP - the safety net assertiveness project.

<http://www.safetv-net.org.uk/protective-behaviours/protective-behaviours-training-resources/protective-behaviours-for-children-and-young-people>

Healthy Relationships Resource Kit - Western Health - a free pdf with lesson plans, games and ideas about what makes up healthy relationships.

<http://westernhealth.nl.caluploads/Addictions%20Prevention%20and%20Mental%20Health%20Promotion/Healthy%20Relationships%20Resource%20Kit%20-%20Western.pdf>

Primary School Sex and Relationships Education Pack - family planning association resources for teaching sex and relationships education in primary schools, 'Growing up with Yasmine and Tom'. Cost involved, but are online and interactive.

[https://www.pshe-association.org.uk/resources\\_search\\_details.aspx?ResourceId=412](https://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=412)

<http://www.fpa.org.uk/schools-and-teachers/online-sre-and-pshe-primary-schools>

Website with set of lesson plans and games for teaching primary aged children about relationships

<http://www.twinkl.co.uk/resources/pshe/relationships>

Website with resources for teaching primary aged children. Covers the whole curriculum, including positive relationships

Womens Aid website, 'The Hideout' with resources including posters, leaflets and games.

<http://www.thehideout.org.uk/under10/adults/resources/default.aspx>

Think U know? An online resource for children, young people, parents and teachers including lesson plans, games and videos <https://www.thinkuknow.co.uk/>

Information for primary schools - PSHE Association - PSHE association has a wealth of useful information and resources, including those for primary aged children

<https://www.pshe-association.org.uk/content.aspx?CategoryId=1098>

**Real Love Rocks** A resource pack developed by Barnardo's for and by young people. The content is based on 4 areas; healthy relationships, CSE, keeping safe and the impact of porn and sexting. <http://www.barnardosrealloverocks.org.uk> There is a pack developed for children in Year 6 in Primary schools as well as the secondary pack for years 7-9.

**Jigsaw** - assembly for 8 - 10 yr olds. Helps young people understand what is personal information and how putting it online can make you vulnerable. <https://www.thinkuknow.co.uk/parents/Primary/Conversation-Starters/Go-to-the-movies/jigsaw/>

**Consequences** - assembly for 11 - 16 yr olds. Shows how easy it is to get information from individuals from Facebook and use it to exploit young people. This can be accessed at <https://www.youtube.com/watch?v=EQdyBpMvdJM>

There are clips about sexting as well as clips specifically for boys and girls.

## PROTECTIVE BEHAVIOURS RESOURCES FOR PRIMARY SCHOOLS

- **Taking Care Scheme** - Ann Seal, Warwickshire. A pack for the primary school with lesson plans for each year group, parent magazine, stickers etc fully comprehensive. This resource is only available when PB Foundation Training has been received and individual school twilight session has been agreed. It is not available for individual schools to buy.
- **Dot Com Foundation** [www.dotcomcf.org/](http://www.dotcomcf.org/) already in some Northants schools, journals for each individual child and teacher's manual for each year group, based on fictional characters and on the PB process. This resource is also only available when the school has received Dot Com training.
- **The Huge Sag of Worries** by Virginia Ironside - storybook to reinforce Theme 2 of PBs, 'We can talk with someone about anything, even if it feels awful or small.'
- **Protective Behaviours: Activities for Teaching PBs in Primary Schools** by Bodsworth, Carter & Sneath. 2009 Speechmark Publishing.
- **The Parents Helping Hand Book**, Holly-Ann Martin 2012
- **The Bear Cards** by John Veeken 2012
- **Worry Eaters** available from [www.hintonpublishers.com](http://www.hintonpublishers.com) - they are puppets that eat children's worries and even come key fob size.
- **Puppets** from [www.puppetsbypost.com](http://www.puppetsbypost.com) enable children to open up about their problems and solve problems the puppets might have.

There is such a wealth of resources that you may find helpful to use within the Protective Behaviours process and that practitioners create in their work with children to help them feel safe and express themselves in a safe way; we suggest that you visit [www.pbpeople.org.uk](http://www.pbpeople.org.uk) for more information.

**This Policy is agreed by governors:**

**Date:** \_\_\_\_\_

**Signed:** \_\_\_\_\_

**To be reviewed:** \_\_\_\_\_

## **APPENDIX 1 to Primary School CSE Prevention Policy**

### **CHILDREN AT RISK OF SEXUAL EXPLOITATION**

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

- Children who have been excluded
- Children recorded as Missing Education
- Children with Special Educational Needs
- Children 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 frequently missing from home

### **POSSIBLE WARNING SIGNS/RISK INDICATORS**

The school 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.

#### **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.**