



St. Gregory's Catholic High School

Child Sexual Exploitation Policy

Monitoring

The implementation of the policy will be monitored by the Deputy Headteacher (Pastoral)

Evaluation

The policy will be reviewed annually by the Deputy Headteacher (Pastoral) and SLT prior to the submission of the policy to Governors' Community Committee for scrutiny and recommendation to the Full Governing Body for approval.

Policy Review Dates:

Date last approved by Full Governing Body: 27th March 2018

Date submitted to governor committee: 11th February 2020

Date submitted to Full Governing Body: 16th July 2020

Review Frequency: Every 2 years

Start date for policy review: January 2022

This policy should be read in conjunction with our school Safeguarding Policy and other related policies including E-Safety, Anti-Bullying, Attendance and Punctuality, Sex and Relationships. Reference must also be made to non-statutory guidance 'Child Sexual Exploitation (Feb 2017 DfE) including annexes, which replaces the 2009 guidance. It should be read alongside 'Working Together to Safeguard Children'. The Pan Cheshire CSE Multi-Agency Strategy 2017-19 will provide additional support for named staff.

Child Sexual Exploitation Policy

Our School Mission Statement clearly states that as a community we seek to “set an example of service, as Jesus did, and in so doing fulfil the high aspirations we have for each of our members and foster the fullest spiritual, academic and personal development of our students.”

Sexual exploitation of children and young people has been identified throughout the UK in both rural and urban areas. It affects boys and young men as well as girls and young women. It is a form of Sexual Abuse and can have a serious impact on every aspect of the lives of children involved. Sexual exploitation has become increasingly recognised as practitioners gain more understanding of grooming and other methods of sexual exploitation and begin to take a proactive and coordinated approach to deal with it. Children involved in any form of sexual exploitation should be treated primarily as victims of abuse and their needs carefully assessed. The aim should be to protect them from further harm and they should not be treated as criminals. The primary law enforcement response should be directed at perpetrators who groom children for sexual exploitation.

Child sexual exploitation is a crime with devastating and long lasting consequences for its victims and their families. Childhoods and family life can be ruined and this is compounded when victims, or those at risk of abuse, do not receive appropriate, immediate and on-going support. The first response to children, and support for them to access help, must be the best it can be from all who work with children and their families.

In ‘Putting Children’ First (July 2016) the Government set out its ambitions to support vulnerable children to lead safe and positive lives, to become successful adults and to have the kind of happy childhood that we want for all our children. We want children and families to have confidence in turning to practitioners for help and protection from abuse, neglect and exploitation. This help and protection should be provided in a timely, enduring and flexible manner, and be the best it can possibly be. This requires children, parents and carers affected by child sexual exploitation to feel part of the solution and confident they will be believed. Practitioners should work together to reduce the immediate risk of harm to children and collaborate to develop long term strategies to improve children’s life chances.

This applies as much to child sexual exploitation as to other forms of abuse or neglect. The hidden nature of child sexual exploitation and the complexities involved means professional curiosity, and always being alert to the issue, is vital.

Government guidance requires agencies to:

- Develop local prevention strategies
- Identify those at risk of sexual exploitation
- Take action to safeguard and promote the welfare of particular children and young people who may be sexually exploited, and
- Take action against those intent on abusing and exploiting children and young people in this way

In doing so, the key principles should be followed which all staff at St. Gregory's know, understand and agree with:

- **Child sexual exploitation is never the victim's fault:** all children and young people have a right to be safe and should be protected from harm.
- **Early sharing of information being the key to providing effective help where there are emerging problems.**
- **Safeguarding children being everyone's responsibility.** Everyone should assume that in the course of their work with children they will encounter children at risk of sexual exploitation.

Any practitioner working with a child who they think may be at risk of child sexual exploitation should follow the guidance set out in Working Together and share this information with local authority children's social care. You should refer any concerns about a child's welfare to local authority children's social care. If you believe a child is in immediate risk of harm, you should contact the police.

- **A child-centred approach.** Action should be focused on the child's needs, including consideration of children with particular needs or sensitivities, and the fact that children do not always acknowledge what may be an exploitative or abusive situation
- **A proactive approach.** This should be focused on prevention, early identification and intervention as well as disrupting activity and prosecuting perpetrators
 - **Developed and informed by the involvement of a child's family and carers wherever safe and appropriate:** a holistic assessment will take account of the wishes and feelings of children and the views of their parents/carers;
 - **Responsive and pro-active:** everyone should be alert to the potential signs and indicators of child sexual exploitation, as well as other forms of abuse, and exercise professional curiosity in their day to day work. It is better to help children and young people as early as possible, before issues escalate and become more damaging;
 - **Relationship-based:** practitioners should establish and maintain trusting relationships with children and young people, and continue to exercise professional curiosity and create safe spaces for disclosure; and

- **Informed by an understanding of the complexities of child sexual exploitation:** it is important to avoid language or actions that may lead a young person to feel they are not deserving of support or are in some way to blame for their abuse.
- **The rights of children and young people.** Children and young people are entitled to be safeguarded from sexual exploitation just as agencies have duties in respect of safeguarding and promoting welfare
- **Responsibility for criminal acts.** Sexual exploitation of children and young people should not be regarded as criminal behaviour on the part of the child or young person, but as child sexual abuse. The responsibility for the sexual exploitation of children lies with the abuser and the focus of police investigations should be on those who coerce, exploit and abuse children and young people
- **An integrated approach.** ‘Working Together to Safeguard Children’ by DfE sets out a tiered approach to safeguarding: universal, targeted and responsive. Within this, sexual exploitation requires a three-pronged approach tackling prevention, protection and prosecution
- **A shared responsibility.** The need for effective joint working between different agencies and professionals underpinned by a strong commitment from managers, a shared understanding of the problem of sexual exploitation and effective coordination by the Local Safeguarding Children Board.

Definitions

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (DfE Guidance, 2017)

The sexual exploitation of children is defined as:

“involving 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. Child sexual exploitation can occur through the use of technology without the child’s immediate recognition; for example, being persuaded to post sexual images on the Internet/mobile phones 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, 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"

(Office of Children's Commissioner's Inquiry into Child Sexual Exploitation in Gangs and Groups, November, 2012).

Like all forms of child sexual abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

It is important for staff at St Gregory's Catholic High School to appreciate:

- Any child or young person may be at risk of sexual exploitation, regardless of their family background or other circumstances.
 - **Any child, in any community:** Child sexual exploitation is occurring across the country but is often hidden so prevalence data is hard to ascertain. However, areas proactively looking for child sexual exploitation are uncovering a problem. All practitioners should be open to the possibility that the children they work with might be affected.
 - **Age:** Children aged 12-15 years of age are most at risk of child sexual exploitation although victims as young as 8 have been identified, particularly in relation to online concerns. Equally, those aged 16 or above can also experience child sexual exploitation, and it is important that such abuse is not overlooked due to assumed capacity to consent. Account should be taken of heightened risks amongst this age group, particularly those without adequate economic or systemic support.

- **Gender:** Though child sexual exploitation may be most frequently observed amongst young females, boys are also at risk. Practitioners should be alert to the fact that boys may be less likely than females to disclose experiences of child sexual exploitation and less likely to have these identified by others.
- **Ethnicity:** Child sexual exploitation affects all ethnic groups.
- **Heightened vulnerability factors:** *Working Together* makes clear the requirements for holistic assessment. Sexual exploitation is often linked to other issues in the life of a child or young person, or in the wider community context. Practitioners should be alert to the fact that child sexual exploitation is complex and rarely presents in isolation of other needs and risks of harm (although this may not always be the case, particularly in relation to online abuse). Child sexual exploitation may be linked to other crimes and practitioners should be mindful that a child who may present as being involved in criminal activity is actually being exploited.
- Sexual exploitation results in children and young people suffering harm, and causes significant damage to their physical and mental health. It can also have profound and damaging consequences for the child's family. Parents and carers are often traumatised and under severe stress. Siblings can feel alienated and their self-esteem affected. Family members can themselves suffer serious threats of abuse, intimidation and assault at the hands of perpetrators.
- There are strong links between children involved in sexual exploitation and other behaviours such as running away from home or care, bullying, self-harm, teenage pregnancy, truancy and substance misuse. In addition, some children are particularly vulnerable, for example, children with special needs, those in residential or foster care, those leaving care, and those involved in gangs.
- The majority of sexually exploited children are hidden from public view. They are unlikely to be loitering or soliciting on the streets. Research and practice has helped to move the understanding away from a narrow view of seeing sexual exploitation as 'a young person standing on a street corner selling sex' (DCSF 2009).
- There is also often a presumption that children are sexually exploited by people they do not know. However, evidence shows that this is often not the case and children are often sexually exploited by people with whom they feel they have a relationship, e.g. a boyfriend / girlfriend. Children are often persuaded that the boyfriend / girlfriend is their only true form of support and encouraged to withdraw from their friends and family and to place their trust only within the relationship.
- Due to the nature of the grooming methods used by their abusers, it is very common for children and young people who are sexually exploited not to recognise that they are being abused.

- Child sexual exploitation is a form of child sexual abuse. It can take many forms from the seemingly 'consensual' relationship where sex is exchanged for attention, accommodation or gifts, to serious organised crime and trafficking.
- What marks out exploitation is an imbalance of power within the relationship. The perpetrator always holds some kind of power over the victim, increasing the dependence of the victim as the exploitation relationship develops.
- Technology can play a part in sexual exploitation, for example, through its use to record abuse and share it with other like-minded individuals or as a medium to access children and young people in order to groom them. A common factor in all cases is the lack of free economic or moral choice.
- Sexual exploitation has strong links with other forms of crime, for example, domestic violence, online and offline grooming, the distribution of abusive images of children and child trafficking.
- The perpetrators of sexual exploitation are often well organised and use sophisticated tactics. They are known to target areas where children and young people gather without much adult supervision, e.g. parks or shopping centres or sites on the Internet.

Practitioners should not rely on 'checklists' alone but should make a holistic assessment of vulnerability, examining risk and protective factors as set out in the statutory guidance 'Working Together'.

Aims

Pupils at St. Gregory's Catholic High School are given clear messages about healthy relationships and risky behaviours including:

- Respect and responsibilities.
- How to stay safe, including on-line/through social media and associated technologies.
- An understanding of what to do and who to discuss issues with.
- An awareness of unhealthy relationships, sexual exploitation and grooming.
- An understanding of dangerous and exploitative situations.
- An opportunity to explore gender stereotypes and gender roles.
- An increased awareness of risk, assessing risk and consequences of risk taking, including sexual bullying and peer pressure.
- An opportunity to build skills and confidence in developing positive, healthy friendships and relationships.

Objectives

As a school we will:

THINK

SPOT

SPEAK OUT

- Ensure our school e-safety procedures/policies are robust and that pupils are taught online safety skills so they can identify online risks and are confident to report any concerns to school staff.
- Have links with outside agencies that will support the school in implementing this policy.
- Identify staff training needs to increase knowledge and develop confidence. Use Safeguarding Notice boards (pupil and staff) to update on latest information/contacts and draw attention to these via bulletins/Collective Worship/emails.
- Have a named representative (W. Dolphin) from the Safeguarding Team who works in partnership with the local safeguarding board (LSCB) and other local specialist agencies. Have a named representative (A. Cotter-Day) from the Pastoral Team who shares monthly Warrington statistics, keeps abreast of current publications, utilises themed days, such as Safer Internet Day to provide information/video clips/organisation advice to Form Tutors, subject staff which is shared with all pupils.
- Be familiar with LSCB procedures and how they will/can support us with child protection concerns which arise as a result of potential child sexual exploitation.
- Provide relevant information in identified lessons, through Collective Worship with outside speakers, themes and resources within our PSHCE Programme

which will build in effective, age-appropriate education, which sensitively supports younger children on issues and forms part of a planned programme of study across our key stages, including Transition. This will be accompanied by wider resilience-building work.

- Adopt a holistic approach and address child sexual exploitation as part of a wider programme of work on choice and consent, healthy relationships, harmful social norms and abusive behaviours and online safety. Educative work will engage both boys and girls and address both risk of perpetration and risk of victimisation (and the potential for overlap).
- Safeguarding/Pastoral Representatives will attend relevant training, advise on completion of referrals, monitor support.
- Agree ground rules with young people, including confidentially in line with our Safeguarding Policy and reinforce the ethos of us being a listening school where pupils feel safe and able to share concerns.
- Use Safeguarding referral sheets to report concerns (Purple) which will be transferred on to CPOMS as an accurate record, by named staff.
- Ensure staff model behaviour - be aware of values and attitudes, preconceptions and feelings and be prepared to challenge any inappropriate language and attitudes including stereotyping.
- Recognise diversity within the teaching group and be aware of gender groupings.
- Build trust to create the correct tone for lessons and help us to reinforce positive relationships.
- Utilise opportunities to reinforce key messages for pupils and staff e.g. CSE Awareness Day, Theme Week, Safer Internet Day, 'The Net', Safeguarding Newsletter.
- Share concerns and work to access appropriate agencies for additional support.
- Place pupils 'at risk' on 'Think Twice' list in order for all staff to be aware and remain vigilant of vulnerabilities.

Potential indicators of child sexual exploitation

This list should be read in conjunction with Appendix C (warning Signs) which is also in our school's full Safeguarding and Child Protection Policy in Appendix A as a quick glance reminder.

Children rarely self-report child sexual exploitation so it is important that practitioners are aware of potential indicators of risk, including:

- Acquisition of money, clothes, mobile phones etc without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;

- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicious of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

How does child sexual exploitation affect children?

The long-term consequences of any form of child abuse can be devastating and early identification and providing support as soon as problems emerge is critical.

Child sexual exploitation damages children and like any form of abuse it can have long-lasting consequences that can impact on every part of a child's life and their future outcomes. Child sexual exploitation has been shown to affect:

- Physical (including sexual) and mental health and well-being;
- Education and training and therefore future employment prospects;
- Family relationships;
- Friends and social relationships, current and as adults; and
- Their relationship with their own children in the future.

Child sexual exploitation is complex and children are often reluctant to disclose experiences of exploitation due to misplaced feelings of loyalty and shame. Many may not recognise what they are experiencing as abuse or that they require support or intervention, believing they are in control or in a healthy consensual relationship.

The first step for staff at St. Gregory's Catholic High School is to be alert to the potential signs of abuse and neglect and to understand the procedures set out by local multi-agency safeguarding arrangements. We access training through those multi-agency arrangements to support us in identifying vulnerability, risk and harm. This helps the Safeguarding Team to know what action to take and to develop a shared understanding about what best practice looks like.

Key Personnel Responsibilities

These include:

- **Governing Body:** To review the school's Child Sexual Exploitation Policy and ensure the school is compliant with legislation. To have named a Safeguarding Governor (R. Harrison) who regularly liaises with DSL (R. Howard-Rigby).
- **Head teacher:** To ensure that the school is compliant with legislation and to report to the governing body.
- **Deputy Head teacher/DSL:** To ensure that school develops strong links with outside agencies including the LSCB to improve awareness, understanding and recognition of CSE.
- **DSL and Safeguarding Team:** To ensure staff receive information and are trained up on the most recent documentation in CSE and to ensure processes are followed that protect pupils from CSE. To report concerns, know procedures and seek advice from named CSE Police Liaison Officer, relevant agencies, including named SPOC and use PAN CHESHIRE CSE Screening Tool for referrals. (Appendix A). Ensure messages are delivered within a safe non-judgmental environment, by individuals who are confident discussing the issues and able to challenge unhelpful perceptions. Provide supervision for staff involved in CSE cases.
- **To have a named Safeguarding member and a named Pastoral Team Member** who coordinate referrals, monitor and follow-up procedures with LA (See Appendix D and E).
- **All Staff:** To be aware of this policy and use key guidelines and procedures as detailed in Safeguarding Policy. To recognise the signs of possible CSE and pass this information without delay to DSL/Safeguarding Team. (Appendix B)
- **Attendance Officer:** To ensure that parents/carers are informed of pupil absences and work closely with the Attendance Officer and the DSL where there is cause for concern following monitoring of irregular patterns in punctuality/attendance.
- **PSHCE Lead:** To ensure delivery of specific programmes to raise awareness of CES within the classroom and to whole year groups using identified speakers/agencies. Maintain regular focus through Collective Worship themes.
- **School Nurse:** To provide information and support for Pastoral/Safeguarding Teams.
- **E-safety (Safeguarding Team) Representative I Morgan:** To keep abreast of all social media/technologies which can be used by pupils which may increase their vulnerability in relation to CSE and inform staff of potential dangers. Liaise with pupil e-safety officers to discuss issues and maintain regular dissemination of information.

Education Parents and Carers

Parents and carers have a crucial role to play in helping to protect children and young people from child sexual exploitation. They can educate their children about sex, healthy relationships and abuse, enhance resilience, provide a safe base and ensure open channels of communication. They are also well placed to support early identification by identifying emerging vulnerabilities or potential indicators of abuse and seeking support before risks escalate. Engage Evenings will be used to distribute information with emphasis on the dangers of social media, our website will be regularly updated with information, MILK will be used to reinforce messages from theme days and there will be an annual Safeguarding Evening for parents/carers/our local community (primary schools) and termly Safeguarding newsletters.

PAN CHESHIRE CHILD SEXUAL EXPLOITATION SCREENING TOOL



This screening tool should be used by all professionals working with children aged 10+. Professionals may also decide it is appropriate to use the tool to screen younger children as nationally children as young as 8 years old have been found to be abused in this way. Boys as well as girls are abused through CSE.

This screening tool will help you focus on the specific indicators of sexual exploitation and determine whether further investigations are needed. The tool could be used in supervision, in discussions with parents and carers, with other professionals and with the child.

Many of the indicators of child sexual exploitation are also part of normal teenage behaviours and it is the presence of higher risk factors or multiple other factors which may be indications of child sexual exploitation. **Where a child is aged 13 years old or younger the presence of any one high risk factor must be seen as a potential indicator of sexual exploitation.**

Professionals need to exercise their own judgement when completing the tool.

This includes capturing concerns about which they have some evidence **AND** concerns based on their “gut feelings”. Staff should differentiate between the two and explain this in the notes section.

Where child sexual exploitation is suspected the worker should discuss their concerns with their manager and should also inform their agency’s lead professional who will be monitoring the bigger picture for any emerging patterns.

Professionals should feel free to use the tool creatively, including as part of awareness raising work with children or in engaging parents and carers in understanding the issues.

Where child sexual exploitation, or the risk of it, is suspected, frontline practitioners should complete the Pan Cheshire CSE Screening Tool and discuss the case with a manager or the designated member of staff for child protection within their own organisation. If after discussion there remain concerns, a referral **MUST** be made to Children’s Services using the screening tool via the appropriate routes within the local authorities’ levels of need. **(Contacts on the back page)**

When practitioners have concerns that a child is linked to a perpetrator(s) or other young people at risk of CSE or has concerns about a location or adult a referral to the CSE Operational Group/Team (via your local information form) must also be completed and should include a copy of the completed screening tool.

Version 4	February 2015	Review September 2015	Owned by Cheshire Strategic Group
Child's Surname:		Child's forenames:	
Address(es) of child:			
Dob:		Date completed:	
Name and job title of person completing:		Organisation:	
E-mail:		Telephone:	
Name of Lead Professional: (this should be the social worker where the child is known to CSC)		Telephone / E-Mail for Lead Professional:	
<p><i>On completion this form must be sent to the agency lead professional (e.g. social worker), if there is one and to Duty and Assessment team. Please note if there is a concern that the lead professional has not responded to you in respect of any concerns identified for this young person the escalation process must be followed.</i></p> <p>On completion a copy of this form should be sent to the following parties for review:</p>			
Cheshire Children's services Cheshire East - CHECS@cheshireeast.gov.uk Cheshire West and Chester –Level 4 cases only cart@cheshirewestandcheshire.gov.uk Cheshire West and Chester –Level 3 cases ESAT esatsecuremail@cheshirewestandchester.gcsx.gov.uk Warrington - chi-childreferral@warrington.gov.uk Halton - contactandreferralteam@halton.gcsx.gov.uk		Lead Professional:	

When completing the screening tool you must use your own judgement as factors such as the child's age, any additional vulnerabilities, their history, etc., may mean that what for another child would be low level, for that child is high level. Workers should feel free to amend the suggested level using that judgement.

You can either indicate the level of risk using High/medium/low or simply tick the box if the risk element is present (you may wish to use more ticks where the risk is higher).

Remember, this tool is to help you make a professional assessment and you should not feel constrained by the format. Record your rationale in the notes boxes.

Health Domain	Yes No Possible		Yes No Possible
Physical injuries such as bruising, suggesting of either physical or sexual assault		Change in appearance, including losing weight, putting on weight	
A sexually transmitted infection (STI), particularly if it is recurring or there are multiple STI's		Evidence of misuse of drugs /alcohol, including associated health problems	
Pregnancy and / or seeking an abortion		Thoughts of or attempted suicide	
Sexually risky behaviour		Eating disorder	

Self-harming		Learning Disability	
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Analysis – How is the risk being addressed and what is being done?

Behaviour Domain	Yes No Possible		Yes No Possible
Sexually offending behaviour		Hostility in relationship with parents / carers and other family members	
Truancy/disengagement with education or considerable change in performance at school		Volatile behaviour, exhibiting extreme array of mood swings or abusive language which is unusual for the child	
Aggressive or violent, including to pets/animals		Detachment from age-appropriate activities	
Becoming angry/ hostile if any suspicions or concerns about their activities are expressed		Physical aggression towards parents, siblings, pets, teachers or peers	
Getting involved in petty crime such as shoplifting or stealing		Secretive behaviour	
Known to be sexually active		Low self-image, low self-esteem	
Young offender or anti-social behaviour		Sexualised language	

Analysis - How is the risk being addressed and what is being done?

Grooming Domain	Yes No Possible		Yes No Possible
Entering or leaving vehicles driven by unknown adults		Excessive use of mobile phones, including receiving calls late at night	
Reports that the child/young person has been seen in places known to be used for sexual exploitation		Associating with other young people who are known to be sexually exploited, including in school	
Unexplained relationships with older adults		Sexual relationship with a significantly older person	
Phone calls, texts or letters from unknown adults		Mobile phone being answered by unknown adult	
Inappropriate use of the Internet and forming relationships, particularly with adults, via the Internet. Note: adults may pose as peers to entrap the child		Having new mobile phone, several mobile phones and/or SIM cards, especially Blackberry or iPhone (because messages cannot be traced). Always have credit on their mobile phones, despite having no access to money or having no credit so phone can only be used for incoming calls	
Accounts of social activities with no		Acquisition of expensive or sexual clothes,	

plausible explanation of the source of necessary funding		mobile phone or other possession without plausible explanation	
Having keys to premises other than those they should have		Possession of money with no plausible explanation	
Recruiting others into sexual exploitation		Seen at public toilets known for cottaging or adult venues (pubs and clubs)	
Adults loitering outside the child/young person's usual place of residence or school		Leaving home/care setting in clothing unusual for the individual child (inappropriate for age, borrowing clothes from older young people)	
Wearing an unusual amount of clothing (due to hiding more sexualised clothing underneath or hiding their body)		Persistently missing, staying out overnight or returning late with no plausible explanation	
Returning after having been missing, looking well cared for in spite of having no known home base		Returning after having been missing looking dirty, dishevelled, tired, hungry, thirsty	
Missing for long periods with no known home base and / or homeless		Possession of excessive numbers of condoms	
New contacts with people outside of town			
Is there any evidence to suggest that adults identified with the individual may be known to other departments of the local authority? This might include business operators (food businesses, licensed premises, hotel premises, taxi trade etc.) If so please provide business and/or individual name or other distinguishing information (vehicle licence plate/taxi licence plate)			
Analysis - How is the risk being addressed and what is being done?			
Family and Social Domain	Yes No Possible		Yes No Possible
A family member or known associate working in the adult sex trade		Unsure about their sexual orientation or unable to disclose sexual orientation to their family	
History of physical, sexual and/or emotional abuse; neglect		Witness to domestic violence at home	
Parental difficulties; drug and alcohol misuse; mental health problems; physical or learning difficulty. Being a young carer		Conflict at home around boundaries, including staying out late	
Living in hostel, B&B or Foyer accommodation		Pattern of street homelessness or sofa surfing	
Recent bereavement or loss		Gang association either through relatives, peers or intimate relationships	

Lacking friends their own age		Living in a gang neighbourhood	
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Analysis - How is the risk being addressed and what is being done?

E Safety Domain	Yes No Possible		Yes No Possible
Evidence of sexual bullying and/or vulnerability through Internet or social networking sites		Concern that inappropriate images of a young person are being circulated via the Internet/phones	
Exchanging inappropriate images for cash, credits or other items		Receiving gifts through the post from someone the young person does not know	
Concern that a young person is being coerced to provide sexually explicit images		Concern that a young person is being bribed by someone for their inappropriate online activity	
Concern that a young person is selling sexual services via the Internet		Accessing dating agencies via mobile phones (e.g. 2 flirt line)	
Unexplained increased mobile phone / gaming credits		Going online during the night	
Being secretive, using mobile phone for accessing websites, etc., more than computers		Unwilling to share / show online or phone contacts	
Concerns that a young person's online friendship has developed into an offline relationship		Concern that a young person is having an online relationship	
Sharing of inappropriate images amongst friends		New contacts with people outside of town	
Spending increasing amount of time on social networking sites including Facebook or on shared gaming sites		Spending increasing amount of time with online friends and less time with friends from school or neighbourhood	
Increased time on webcam, especially if in bedroom			

Analysis - How is the risk being addressed and what is being done?

Looked After Children Domain	Yes No Possible		Yes No Possible
Living in residential care		Frequently missing from placement	
Multiple placement breakdown		Going missing with other	

	children
Analysis - How is the risk being addressed and what is being done?	
What is the level of risk for this child?	High
	Medium
	Low
Explain your reasons:	

Please also provide any relevant addresses (if known) of incidents, other relevant family members or potential perpetrators . These can include residential addresses, public buildings business addresses, schools or youth groups that may be relevant to the case:	
Address	Reason for inclusion (incident location or name of occupant)

<p><u>Submit to the relevant Children's social care contact point</u></p> <p>ChECS Team – CHECS@cheshireeast.gov.uk CART - cart@cheshirewestandcheshire.gov.uk esatsecuremail@cheshirewestandchester.gcsx.gov.uk Duty and assessment – chi-childreferral@warrington.gov.uk CART - contactandreferralteam@halton.gcsx.gov.uk</p> <p><u>For perpetrators or locations please submit to relevant Public Protection Unit and CSE Operational group:</u></p> <p>For Halton and Warrington northern.ppu@cheshire.pnn.police.uk</p> <p>For Cheshire West and Cheshire western.ppu@cheshire.pnn.police.uk</p>
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For Cheshire East eastern.ppu@cheshire.pnn.police.uk

Appendix B

Identifying Cases: The Warning Signs

This checklist is not intended to be comprehensive.

The evidence available points to several factors that can increase a child's vulnerability to being sexually exploited. The following are typical **vulnerabilities in children prior to abuse**:

- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality)
- History of abuse (including familial child sexual abuse, risk of forced marriage, risk of 'honour'-based violence, physical and emotional abuse and neglect)
- Recent bereavement or loss
- Gang association either through relatives, peers or intimate relationships (in cases of gang-associated CSE only)
- Attending school with young people who are sexually exploited
- Learning disabilities
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families
- Friends with young people who are sexually exploited
- Homeless
- Lacking friends from the same age group
- Living in a gang neighbourhood
- Living in residential care
- Living in hostel, bed and breakfast accommodation
- Low self-esteem or self-confidence
- Young carer

The following signs and behaviour generally seen in children who are **already being sexually exploited**:

- Missing from home or care
- Physical injuries
- Drug or alcohol misuse
- Involvement in offending
- Repeated sexually-transmitted infections, pregnancy and terminations
- Absent from school
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites
- Estranged from their family
- Receipt of gifts from unknown sources

- Recruiting others into exploitative situations
- Poor mental health
- Self-harm
- Thoughts of or attempts at suicide
- Having older boyfriends or girlfriends
- Displaying inappropriate sexualised behaviour

Appendices

APPENDIX A - CSE Warning Signs

CSE Warning Signs

Often children and young people who are victims of sexual exploitation do not recognise that they are being abused. There are a number of warning signs that can indicate a child may be being groomed for sexual exploitation and behaviours that can indicate that a child is being sexually exploited. To assist you in remembering and assessing these signs and behaviours we have created the mnemonic 'SAFEGUARD'.



Sexual health and behaviour

Evidence of sexually transmitted infections, pregnancy and termination; inappropriate sexualised behaviour



Absent from school or repeatedly running away

Evidence of truancy or periods of being missing from home or care



Familial abuse and/or problems at home

Familial sexual abuse, physical abuse, emotional abuse, neglect, as well as risk of forced marriage or honour-based violence; domestic violence; substance misuse; parental mental health concerns; parental criminality; experience of homelessness; living in a care home or temporary accommodation



Emotional and physical condition

Thoughts of, or attempted, suicide or self-harming; low self-esteem or self-confidence; problems relating to sexual orientation; learning difficulties or poor mental health; unexplained injuries or changes in physical appearance identify



Gangs, older age groups and involvement in crime

Involvement in crime; direct involvement with gang members or living in a gang-afflicted community; involvement with older individuals or lacking friends from the same age group; contact with other individuals who are sexually exploited



Use of technology and sexual bullying

Evidence of 'sexting', sexualised communication on-line or problematic use of the internet and social networking sites



Alcohol and drug misuse

Problematic substance use



Receipt of unexplained gifts or money

Unexplained finances, including phone credit, clothes and money



Distrust of authority figures

Resistance to communicating with parents, carers, teachers, social services, health, police and others



MCSETO information request to schools

Date of MCSETO meeting:

Case reference:

Child name:

Year:

School:

DSP details:

Are the school aware of any potential CSE or missing form home issues?

Attendance Information:

Have there been any significant incidents in school?

Any concerns the teachers/staff may have regarding this young person?
What support has been offered by school?
Who are the professionals that are currently involved with school?
Any known associations of this child both inside and outside the school?

Child sexual exploitation is high on the government's agenda at present and they are working hard with all local authorities to try to tackle this area of concern which targets some of our most vulnerable children.

'Child sexual exploitation is a form of abuse which involves children (male and female, of different ethnic origins and of different ages) receiving something in exchange for sexual activity. Perpetrators of sexual exploitation are found in all parts of the country and are not restricted to particular ethnic groups' (*education.gov.uk, 2013*)

The Education Safeguarding team attends a monthly operational meeting on behalf of all Warrington schools and education where children who are vulnerable to CSE and who have been missing from home are discussed and an action plan is agreed to aim to decrease their vulnerability. This meeting is attended by the CSE officers from Cheshire police, Social Care, Catch 22, Youth Offending team, Local Authority Designated Officer, the Conference and Review team, NHS Safeguarding, the Youth Service and the Relationship Centre.

Please return before the meeting date above so that this information can be shared with key agencies present at the meeting.

Please return to: spanter@warrington.gov.uk or Tel: (01925) 443166 for further advice from the Education Safeguarding/MASH Team.

Appendix E

MCSETO Closure & Outcome Summary for Child at Risk of CSE							
Child's Name	DOB	ID Number	Lead Professional	Date added to Log	Date Removed from Log	Duration on MCSETO Log	Reason for Closure
					MCSETO to complete	MCSETO to complete	
Closing Summary							
<p>To include:</p> <ul style="list-style-type: none"> ▪ Outline of initial risk/ concerns ▪ Details of work undertaken with the child – what resources used, number of sessions etc ▪ Child's view on risk prior to, during and at end of sessions ▪ Lead Professional's views on how risk to CSE has been reduced ▪ Any recommendations for further work/ support (not cse) 							
Person completing closing & outcome summary:						Date:	

Reason for Closure:

1. Work Completed (If using this reason, please comment if the risk has been reduced in closing summary)
2. Service did not engage (child/family)
3. No longer resident or a pupil in Warrington
4. Child turned 18
5. Other

