



Preventing and Addressing Child Sexual Exploitation in Forth Valley

Guidelines for Schools

Version	Date	Author	Changes
1.0	10/01/18	Forth Valley Policies, Procedures & Protocols Group	
2.0	10/01/19		
3.0	04/03/20		

Introduction

These Guidelines have been produced to support schools in preventing and addressing Child Sexual Exploitation as part of the Action Plan of the Forth Valley Child Sexual Exploitation Project Board.

The document outlines a whole-school approach to preventing and addressing CSE as part of a school's overall safeguarding policy and suggests a range of resources that are available to schools to help educate children and young people about the dangers of CSE.

For further information, resources and staff training please contact:

Anne Salter, Lead Officer Child Protection, Clackmannanshire and Stirling Child Protection Committee - [salter@stirling.gov.uk](mailto:saltera@stirling.gov.uk)

Neil Whettam, Public Protection Learning & Development Advisor Clackmannanshire and Stirling - nwhettam@clacks.gov.uk OR whettamn@stirling.gov.uk

Sue Johnson, Lead Officer Child Protection, Falkirk - sue.johnson@falkirk.gov.uk

Christine Brown, Training Manager, Falkirk - christine.brown@falkirk.gov.uk

Joanne Barrie, Community Sexual Health Educator, NHS Forth Valley - joanne.barrie@nhs.net

Definition of child sexual exploitation

This Definition of Child Sexual Exploitation is from The Scottish Government (November 2016);

'Child sexual exploitation is a form of child sexual abuse in which a person(s), of any age takes advantage of a power imbalance to force or entice a child into engaging in sexual activity in return for something received by the child and/or those perpetrating or facilitating the abuse. As with other forms of child sexual abuse, the presence of perceived consent does not undermine the abusive nature of the act.'

The sexual exploitation of children and young people under 18 might involve young people being coerced, manipulated, forced or deceived into performing and/or others performing on them, sexual activities in exchange for receiving some form of material goods or other entity (for e.g. food, accommodation, drugs, alcohol, cigarettes, gifts, affection).

If someone takes advantage of an imbalance of power to get a child/young person to engage in sexual activity, it is CSE if:

- The child/young person receives, or believes they will receive, something they need or want (tangible or intangible gain or the avoidance of harm) in exchange for the sexual activity.
And/Or
- The perpetrator/facilitator gains financial advantage or enhanced status or power from the abuse.

Vulnerability factors.

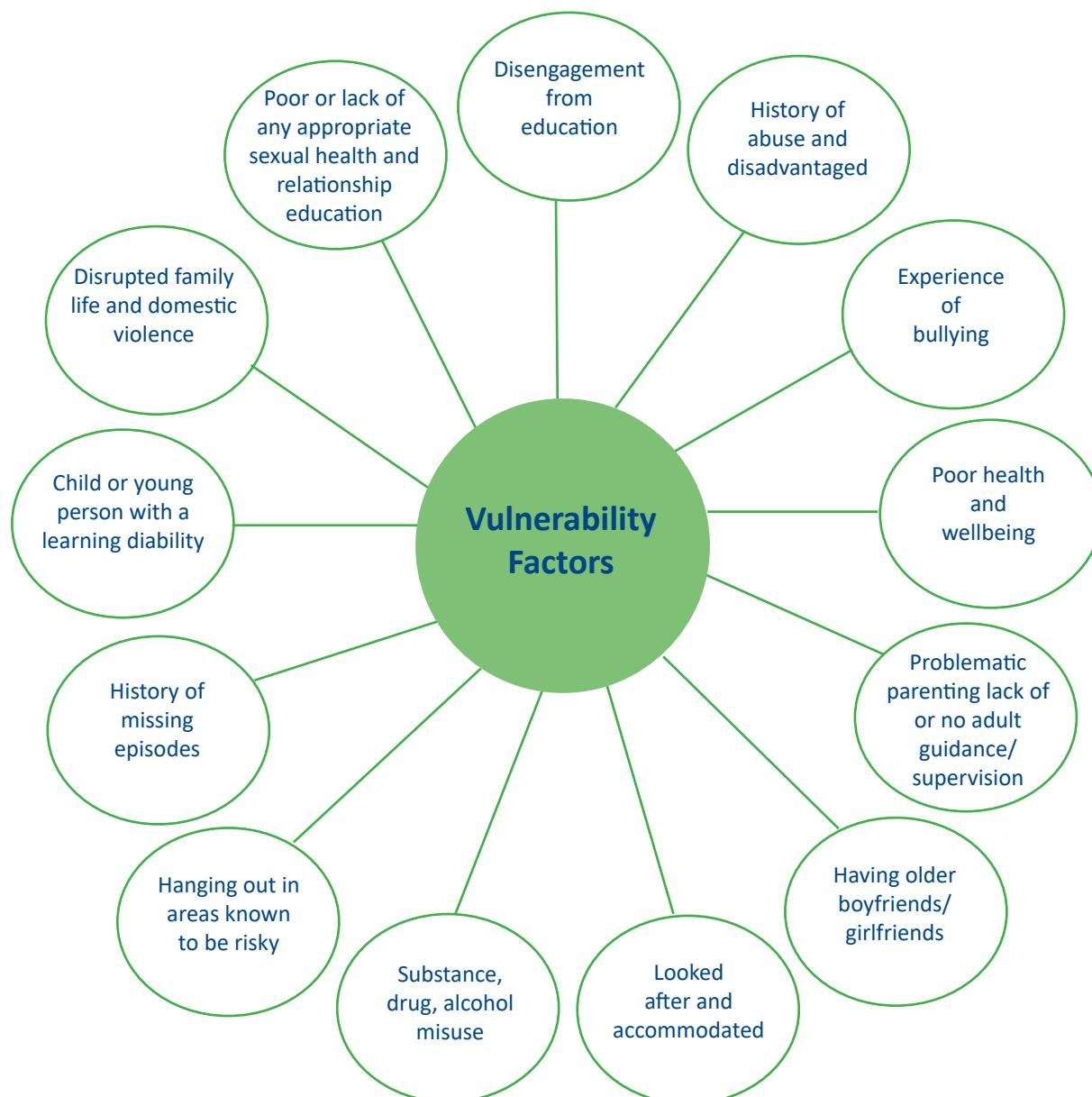
CSE occurs across the UK, both in urban and rural areas, to boys/young men as well as girls/young women and can affect anyone from any background. However, there are a number of factors that make some children and young people more vulnerable to Child Sexual Exploitation.

Vulnerability factors are part of a young person's history. Some young people can have multiple vulnerability factors.

For example, a child or young person with a **learning disability** is more likely to have received a **poor standard of Relationships, Sexual Health & Parenthood Education** in school.

A **Looked After Child** is more likely to have experienced a **disrupted family life** and **disengagement from education**.

By identifying the most vulnerable children and young people and putting the right interventions in to place, schools can help to prevent Child Sexual Exploitation and be more aware of any signs that a young person is already experiencing Child Sexual Exploitation.



Risk indicators.

Risk indicators are signs or indicators which might alert you that a person could be experiencing Child Sexual Exploitation.

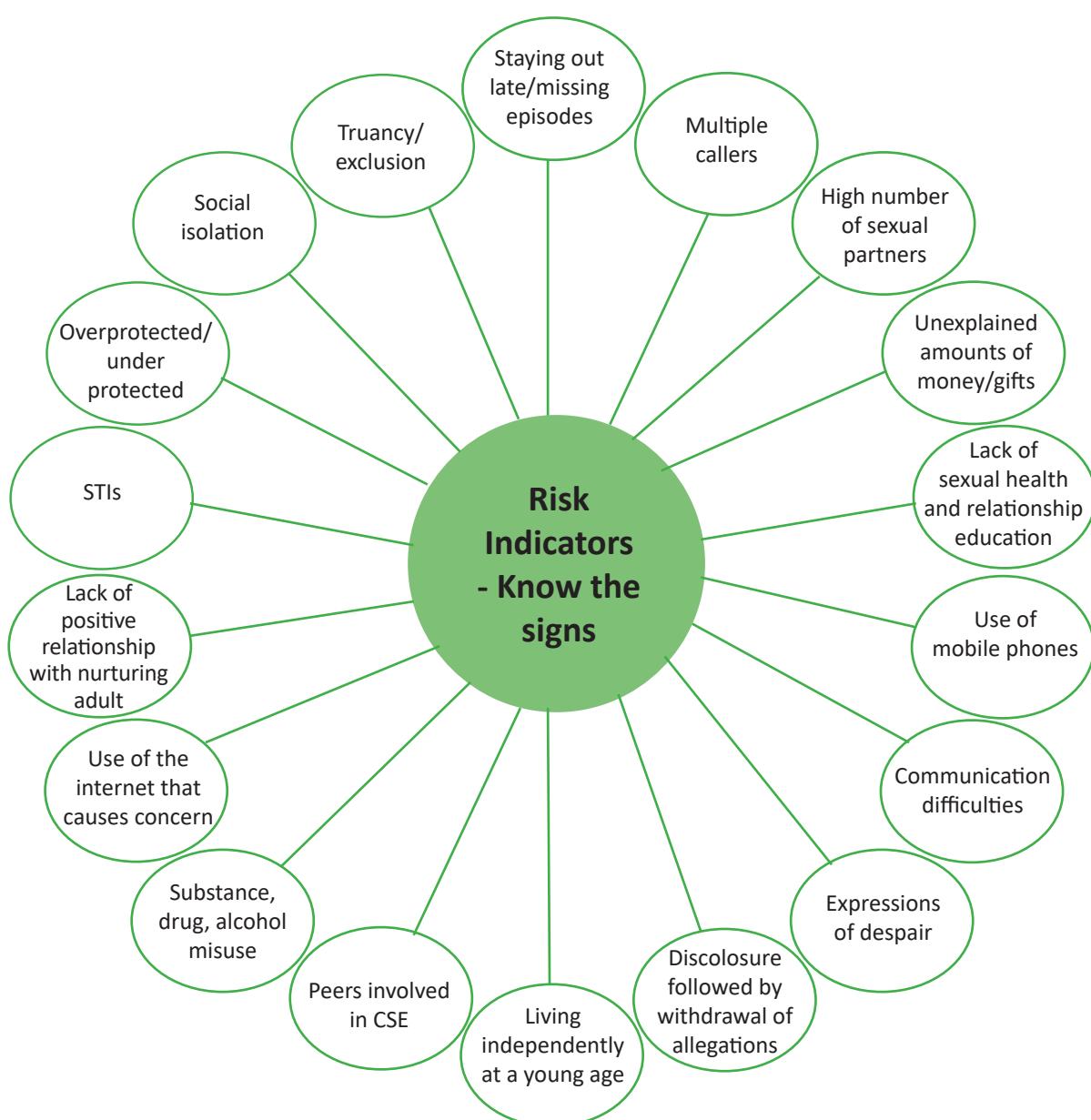
These are current factors that a child/young person can be supported to change.

Some young people can have multiple risk indicators.

For example, a child or young person with a **learning disability** may be receiving little/no **Sexual Health & Relationship Education**, have fewer friends and be **socially isolated**, be both **overprotected/unprotected** by parents/carers/professionals and may have **communication difficulties**.

A **Looked After Child** is more likely to miss school through **truancy/exclusion**, be involved with risk taking activities such as **drug and alcohol use** and **unprotected sex**, know **peers that are involved in CSE** and have **no positive adult role model/relationship**.

Schools have an important part to play in helping the young person to address these issues, make some changes, improve their circumstances and reduce these risks.



What schools can do to prevent and address Child Sexual Exploitation.

Improve RSHPE for all learners.

Schools should teach about Child Sexual Exploitation as part of Relationships, Sexual Health & Parenthood Education. The curriculum should include Healthy Relationships and Consent as well as Abuse and Exploitation. This is particularly important for children and young people with a learning disability who often miss out on RSHPE, which increases their vulnerability to CSE.

Online safety in schools.

Children should be taught about online safety and the sharing of information. Schools should ensure that their e-safety procedures are robust.

Work with parents.

Schools should provide information for parents about Child Sexual Exploitation through information sessions, printed materials and signposting to relevant services. Parents can replicate online safety and RSHPE education at home with their child/young person.

Policy, procedures and good practice.

Schools should ensure that there are robust Child Protection procedures and that all staff have received training in Child Protection and know how to report any concerns. Child Protection/Safeguarding staff should be confident in knowing how to proceed and what information to share with other agencies, including police, health and teachers. Children and young people should be aware that the school can help and understand that it is OK to disclose any concerns to any member of staff and that they will be listened to.

Educate staff on child sexual exploitation.

This includes any member of staff that may come in to contact with young people, e.g. janitor, clerical staff, escorts.

Schools should raise awareness of CSE with Attendance Officers or any staff members who track attendance and record unauthorised absences.

Staff who patrol school entrances should be more vigilant (including noting children/young people getting lifts from unrelated adults, recording description, times, number plate etc if they have any concerns).

All staff can access free training on Child Sexual Exploitation - by contacting the Lead Officers Child Protection.

Involve other agencies with school events.

Schools should involve other agencies such as the NHS Sexual Health Team and School based police officers in information events for parents. Information events could cover RSHPE, Online Safety and Child Sexual Exploitation and The Law.

Reducing risk, especially for the most vulnerable young people.

Schools must be proactive. Looked After Children and children/young people with a learning disability are our most vulnerable young people in terms of Child Sexual Exploitation. What can the school do to address any of these issues and reduce vulnerability and risk?

Resources for schools.

CSE resources (covering sexual exploitation, abuse, grooming).

1. The National Resource for Relationships, Sexual Health and Parenthood, launched in 2019, supports the delivery of RSHP education from 3-18 years. This resource was funded by Local Authorities and NHS Boards across Scotland and is supported by Education Scotland and the Scottish Government. RSHP education plays a key role in preventing abuse, sexual exploitation, gender based violence and harmful sexual behaviour.

<https://rshp.scot/>

2. 'Thinkuknow' (Child Exploitation and Online Protection)

<https://new.thinkuknow.co.uk/professionals/resources/>

Free resource. Mostly mainstream, primary-secondary. Some resources suitable for children with Additional Support Needs.

3. Love or Lies (Family Planning Association)

<https://www.fpa.org.uk/product/love-or-lies- educational-resource-pack-and-dvd#product-content> - secondary resource.

You have to buy this but can download a free lesson plan:

<http://www.fpa.org.uk/sites/default/files/love-or-lies-free-lesson-plan.pdf>

4. Real Love Rocks (Barnardo's)

<https://www.barnardosrealloverocks.org.uk/the-real-love-rocks-resource/>

Available in Primary and Secondary for mainstream. ASN version due to be developed but not available yet. You have to buy this resource and the licence.

5. Forth Valley CSE Guidance, Risk Matrix, Vulnerability Checklist and Joint Assessment Tool can all be found here - <https://my.stirling.gov.uk/services/social-care-and-health/domestic-violence/child-protection-and-vetting/child-protection-committee/child-protection-committee-resources>

6. CELCIS information on CSE

<https://www.celcis.org/knowledge-bank/spotlight/child-sexual-exploitation/>

7. Managing Sexualised Behaviour Guidelines for Schools

<https://www.centraalsexualhealth.org/media/9021/msb-june2020.pdf>