

## Libra School

### Child Exploitation, Trafficking and Risky Behaviours Policy & Procedures

Date	Review Date	Designated Person	Deputy Designated Person	Director
21.12.17	15.12.18	Gina Dyer	Clive Crosby	Joan Wilkes

The following are very important telephone numbers that must be kept up to date at all times:

Safeguarding Contacts	Home	Mobile
Designated Safeguarding Lead	01643 702468	07854 865914
Deputy Designated Safeguarding Lead	01643 707666	07966 031357
Nominated Director for Safeguarding	01643 863099	07725 628824
DEVON Multi Agency Safeguarding Hub	0345 1551071 / 01392 384964 / 0845 6000388	
SOMERSET LADO	0300 123 2224 / 01458 253241 / 0300 1232327	
Police	999	
NSPCC Whistle-blowing Helpline	0800 028 0285	n/a

We believe this policy relates to the following legislation:

- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Mental Health Act 2007
- Children and Young Persons Act 2008
- Equality Act 2010
- Mental Health (Discrimination) Act 2013
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Keeping Children Safe in Education DfE 2016
- DfE's Mental Health and Behaviour in School 2016
- Promoting Children's Mental Health within Early Years and School Settings (DfES)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Supporting Pupils at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England (DfE)
- Working Together to Safeguarding Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children 2015
- What To Do if You're Worried A Child is Being Abused 2015 – Advice for Practitioners from HM Government

Over recent years there have been significant legal developments and increasing awareness of the Sexual Exploitation of Children and Young People, trafficking and risky behaviours. This policy has been formulated from the following documents and guides:

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- “Safeguarding children and young people from sexual exploitation”, 2009
- Puppet On A String - the urgent need to cut children free from sexual exploitation, 2011
- Tackling Child Sexual Exploitation, Department of Education, 2011
- Tackling child sexual exploitation, 2012, Barnados
- Running From Hate to What You Think is Love, 2013, Barnados
- South West Peninsula Child Sexual Exploitation Strategy, 2012- 2015
- South West Peninsula Child Sexual Exploitation Standard Operating Protocol
- Working Together to Safeguard Children in Devon and Cornwall

### Aims

This policy aims to help Libra staff to:

- Understand the nature of the problem
- Understand the relationship between the Safeguarding Policy and this policy
- recognise the problem
- treat the child as a victim of abuse
- safeguard children and promote their welfare
- ensure joint multi-agency working to prevent abuse and provide children and young people with opportunities and strategies to recover from sexual exploitation
- investigate and contribute to the prosecution of those who groom, coerce and abuse children through sexual exploitation
- To ensure compliance with all relevant legislation connected to this policy.

Child sexual exploitation (CSE) is a form of child sexual abuse and using the term sexual exploitation allows professionals to encourage children/young people towards an understanding of their abuse.

Safeguarding and promoting the welfare of children is best defined as:

'protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes'. (Keep Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2016))

Sexual exploitation of children and young people has been identified throughout the UK, in both rural and urban areas, and in all parts of the world. 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 at the time and in the future.

We understand..... 'Child sexual exploitation is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

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The definition of child sexual exploitation is as follows:

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.

(Child sexual exploitation - Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (DfE))

It is a crime that knows no borders and, as indicated above, can be global in nature. Cross border cooperation is therefore crucial as it is possible that activity in one area may push perpetration across a border, together with the young victims. Whilst it is not known how prevalent it is, sexual exploitation has become increasingly recognisable 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. Any child or young person may be at risk of sexual exploitation, regardless of their family background or other circumstances.

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, migrant children, unaccompanied asylum seeking children, forced marriage 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.

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. 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. Practitioners should be aware that particularly young people aged 17 and 18 may believe themselves to be acting voluntarily and will need practitioners to work with them so they can recognise that they are being sexually exploited.

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### Legal Consent

Girls and boys under 16 cannot by law consent to any form of sexual activity. Anyone engaging in sexual activity, whether for money or not, with a girl or boy under 16 (whether perpetrator is male or female) is committing an offence.

### Definition of Sexual Exploitation

The National Working Group has developed the following definition:

The sexual exploitation of children and young people under 18 involves 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 performing, and/or others performing on them, sexual activities. Child sexual exploitation can occur through use of technology without the child's immediate recognition, for example the persuasion to post sexual images on the internet/mobile phones with no 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, intimidation and enticement are common, involvement in exploitative relationships being characterised in the main by the child's limited availability of choice resulting from their social/economic and/or emotional vulnerability."(The National Working Group for Sexually Exploited Children and Young People,2008), <http://www.nationalworkinggroup.org/what-is-child-sexual-exploitation>. It can include unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. It is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

### Legal Framework - Criminal Offences Against Children

Sexual offences against children are set out in the Sexual Offences Act 2003 which provides the legal framework regarding the ages at which consent to sexual activity can be given, and the circumstances where any consent given by the child will be considered void because it has been obtained through duress or coercion. In all cases, consideration should be given as to whether an offence has been committed against the child, and the Police should carry out a criminal investigation to decide on what action may be taken against the perpetrator. Given the complexity of this type of risk and abuse and the coercion, rewards, secrecy and fear on which it thrives, creative and proactive interventions are key to protecting children and apprehending the abusers.

### The main points of the Sexual Offences Act 2003

Children under 13 years of age do not have the legal capacity to consent to sexual activity under any circumstances, and any sexual activity will be considered an offence. Young people aged between 13 years and 15 years of age cannot legally consent to sexual activity although it is recognised that teenagers of a similar age may mutually agree to sexual activity. The key question is a matter of whether consent was obtained through coercion within an exploitative context, and where this is the case, any consent given by the child will be disregarded. Young people aged 16 and 17 can consent to sexual activity, but an offence will be committed where there is an imbalance of power due to a disparity in ages, where there is an element of duress, abuse or exploitation or where there is an abuse of a position of trust. An adult who has been in contact with a child under the age of 16 more than twice and who arranges to meet the child with the intention of carrying out a sexual offence will be guilty of grooming even if no sexual activity has taken place. Any adult who is involved in the sexual exploitation of children under the age of 18, including involvement in the sex industry as a sex worker or the production of pornographic materials, will be guilty of an offence. It is an offence to arrange or facilitate the commission of

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any sexual offence against a child under the age of 18, including any child who is brought to the UK for these purposes (trafficked children).

### Vulnerable groups

- family history of abuse or neglect;
- family history of domestic abuse;
- family history of substance misuse;
- family history of mental health difficulties;
- breakdown of family relationships;
- low self-esteem;
- history of local authority care

### Risk indicators

- staying out late;
- multiple callers (unknown adults/older young people);
- use of a mobile phone that causes concern;
- expressions of despair (self-harm, overdose, eating disorder, challenging behaviour, aggression);
- disclosure of sexual or physical assault followed by withdrawal of allegation;
- sexually transmitted infections;
- peers involved in clipping (receiving payment in exchange for agreement to perform sexual acts but not performing the sexual act) or sexual exploitation;
- Drug or alcohol misuse;
- use of the internet that causes concern;
- unsuitable or inappropriate accommodation (including street homelessness, rooflessness, and living in a place where needs are not met);
- isolated from peers and social networks;
- lack of positive relationship with a protective, nurturing adult;
- exclusion from school, unexplained absences from school or not engaged in education or training;
- living independently and failing to respond to attempts by workers to keep in touch.

### Significant risk indicators

- periods of going missing overnight or longer;
- older 'boyfriend' or relationship with a controlling adult;
- physical or emotional abuse by that 'boyfriend' 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;
- frequenting areas known for sex work.

### Confidentiality and Information Sharing

Confidentiality is an important principle and maintaining a high level of confidentiality is especially important to ensure children engage with services. The nature of sexual exploitation can raise problems regarding engagement as children are concerned that information may be passed on to other agencies. They may not have insight into the exploitative nature of their relationships or may be under pressure not to discuss their situation and to avoid contact with statutory agencies.

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For this reason, sexually exploited children are more likely to engage with voluntary agencies. However, confidentiality is not an absolute principle, and professionals need to be aware of the circumstances under which confidentiality cannot be guaranteed. For example, relevant information must be shared with other agencies where children may be at risk of significant harm. The Children Act 1989 states that the welfare of the child is paramount, and this needs to be made clear to children from the outset. For further information go to the Department for Education (DfE) website and search – ‘Information Sharing’. Generally, the subject’s permission should be sought before any information about them is disclosed to a third party. Exceptions include when the situation is urgent, and any objections can be overridden if there is a possibility that maintaining confidentiality may result in significant harm to a child. A child aged 16 years or over is capable of giving consent to disclosure of information about them to other agencies on their own behalf. Children aged under 16 can give their consent if they have the capacity to understand the nature of information sharing and can make their own decisions. If the child is too young or not considered of sufficient understanding to give their consent, parents or anyone else who hold parental responsibility for the child must be asked to provide consent on their behalf.

### Confidentiality and Child Protection

There are two situations where confidentiality may need to be breached in order to protect children:

- i) If any agency has reasonable cause to believe that a child may be at risk of suffering significant harm, they have a duty to make a referral to Children’s Social Care. Concerns may arise from a specific incident or a more general view that the child is or will suffer significant harm as a result of being sexually exploited;
- ii) Alternatively, if Children Social Care or the Police approach another agency for information as part of a child protection investigation, that agency has a duty to provide the relevant information. It may be the case that an agency will have positive as well as concerning information, and it is important that this is shared, in order to achieve a balanced view and make informed decisions regarding the child’s safety.

### A Multi Agency Shared Responsibility

Libra is committed to tackling any issues of sexual exploitation of children through co-ordinated inter-agency work. It is recognised that in order to successfully protect sexually exploited children there must be a robust, multi-agency approach to the prevention, identification, intervention, planning and prosecution. It is vital that agencies work together and share information to identify children who are involved, or at risk of becoming involved, in sexual exploitation. Timely intervention will divert children away from potential sexual exploitation, protect and support those children who are being sexually exploited and enable them to consider exit strategies and recovery.

### Do you know a child at risk of sexual exploitation?

If a child is at immediate risk, please consider the need to contact the Police on 999 and call the MASH on 0345 1551071 (for Devon) to ensure that significant risk of harm matters are not delayed. MACSEs are not an emergency response mechanism and do not replace existing procedures for child protection concerns or individual case planning. For less urgent situations, you can email: [missingchildsexualexploitationsecure-mailbox@devon.gcsx.gov.uk](mailto:missingchildsexualexploitationsecure-mailbox@devon.gcsx.gov.uk)

If you have concerns that a child is at risk of CSE and is open to Children’s Social Work you should liaise with the child’s social worker about your concerns so that they can complete the

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CSE risk assessment tool and ensure any information and concerns are collated within the CSE risk assessment tool.

If the child is not open to Children's Social Work and you are not sure if your concerns relate to child sexual exploitation, or if you need help completing the assessment and knowing what action to take, you can call the MASH on 0345 155 1071 and request advice from the REACH team (Reducing Exploitation and Absence from Care and Home). Your call will be taken by a customer services advisor who will forward your details and enquiry to the REACH team so that they can respond.

The MACSE forum is committed to ensuring that young people who are at risk of CSE are given the Right Help and support at the Right Time. Escalation to statutory Childrens Social Work will only occur when absolutely necessary, for example, when there is a recognised child protection concern. Professionals who contribute to MACSE forums will aim to offer support at an Early Help or Targeted Support Level when appropriate. If you have any uncertainty about the Early Help and Targeted Service offer in Devon please visit; [www.devonsafeguardingchildren.org/workers-volunteers/early-help](http://www.devonsafeguardingchildren.org/workers-volunteers/early-help)

It is important to note, that in accordance with the above, Working Together (2015) and Article 8 of the European Convention of Human Rights – Right to respect for private and family life; agreement Must be sought from the parent / carer (and where appropriate the young person) prior to completing a MACSE submission, providing this will not place the child at an increased risk of harm.

If you have not sought consent for the MACSE submission, you will be contacted back to advise that this action needs to be progressed before any further action will be taken within MACSE.

Should a parent or guardian refuse to provide consent to a professional to complete a MACSE submission and threshold is not met for a statutory response, consideration should be given to other support services within the community.

PACE (Parents against Child Sexual Exploitation) have an online course about signs and impacts of CSE, which Libra staff receive training in.

CSE Risk Assessment Tool

<http://www.devonsafeguardingchildren.org/documents/2017/11/macse-risk-assessment-tool-2.docx>

CSE Guidance Tool

<http://www.devonsafeguardingchildren.org/documents/2017/11/macse-guidance-tool.pdf>

CSE Person or Location of Concern Form

<http://www.devonsafeguardingchildren.org/wp-content/uploads/2015/11/Person-and-Location-of-concern-form.doc>

Missing and CSE Poster

<http://www.devonsafeguardingchildren.org/documents/2015/11/poster-cse.pdf>

**Child Centred Approach**

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Children involved in sexual exploitation have been and are being sexually exploited. They are sexually, physically and emotionally at risk of significant harm, both in the short and long term. These children do not make informed choices to enter or remain in sexual exploitation, but do so from coercion, enticement, manipulation or desperation, because they can see no alternative.

### Libra Child Sexual Exploitation Procedures:

What to do if you suspect that a child is a victim of or at risk of sexual exploitation:

#### Identification

Libra staff need to be aware of the indicators of sexual exploitation and note any changes in behaviour that suggests that a child or young person may be involved in or at risk of involvement in sexual exploitation. In the early stages staff need to take note of children who may show indicators of being groomed and should also be aware of children in sexual relationships that present as consensual but which may be exploitative and complete a Cause of Concern form which will be managed in line with Libra's Safeguarding Policy and Procedures. Importantly, Libra must share information with others in the child's network. It is often only when all information is available that a true picture of the child's situation comes to light. In some cases the sharing of information about one child may highlight other children who may also be at risk of sexual exploitation.

#### Child Protection Procedures

Sexual exploitation is a form of child sexual abuse and can result in a child suffering significant harm, this can involve day placement children as well as residential. Staff must be particularly vigilant around day pupils as staff do not see these pupils outside of school hours unlike the residential children. Sexually exploited children will also be vulnerable to physical and emotional abuse and neglect. There may be concerns about siblings suffering significant harm within the household which then meet the child protection threshold and requires a response under Libra's child protection procedures. If staff suspect a child is being sexually exploited they must instigate Libra's Safeguarding Policy and Procedures immediately by completing a Cause of Concern form and pass this to the Senior Designated Safeguarding Person or in their absence the Deputy Designated Person.

#### Children in Libra residential homes

Libra staff must take positive action to clarify and record suspicions to minimise the child's involvement in sexual exploitation. If suspicions are confirmed, the following steps should be taken:

- Treating the child as a victim of exploitation, not a criminal;
- Ensuring that all relevant information is recorded in the child's care plan and file – concerning adults and identifying information (e.g. appearance, cars etc, telephone activity, the child's pattern of going missing etc) – together with decisions and clear directions for action.
- Amend the Pre Missing Risk Assessment
- Making every effort to dissuade the child from leaving to engage in sexual exploitation by talking to them, involving them in alternative activities, and ensuring they have the resources to attend, including escorting where necessary;
- Ensuring that the child is aware of the legal issues involved, including advice that staff cannot safeguard money which is reasonably suspected to have been gained through



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sexual exploitation. When staff do acquire such money, they must retain it and seek children services advice:

- In agreement with the allocated social worker, monitor telephone calls and letters by preventing the child from receiving some incoming calls. Be present when phone calls are made, confiscate a mobile phone which is being used inappropriately, open some letters in the presence of the child and withhold
- letters if necessary; reasons for intercepting letters and calls and removal of mobile phone should be included in the care and placement plan ;
- Monitoring callers to the home, or adults collecting or dropping off children by car, including taxi's. This may involve turning visitors away, or passing information direct to the police, monitoring any suspicious activity in the vicinity of the home and informing the police;
- Where these efforts fail, and the child leaves, staff should refer to the Behaviour Management Plan whether to follow them and continue to encourage them to return;
- If they will not return, staff should inform the local police and pass on relevant information;
- Liaising with outreach agencies, so they can look for a child who has gone missing
- Offering sensitive and welcoming responses to children returning home. The residential care staff must inform the allocated social worker of the concerns and complete the Libra risk assessment tool.

### Indicators of possible sexual exploitation

The factors below are recognised as factors linked to sexual exploitation. It is not an exhaustive list and each indicator is not in itself proof of involvement. Concerns should increase the more indicators that are present. They are:

- Health - physical symptoms e.g. bruising, chronic fatigue, recurring or multiple sexually transmitted diseases; pregnancy and/or seeking an abortion; evidence of drug, alcohol or substance misuse; sexually risky behaviour;
- Education - truancy; disengagement with education; considerable change in performance at school;
- Emotional and behavioural development - volatile behaviour exhibiting extreme array of mood swings or use of abusive language; involvement in petty crime; secretive behaviour; entering or leaving vehicles driven by unknown adults;
- Identity - low self-image; low self-esteem; self-harm; eating disorder; promiscuity;
- Family and social relationships - hostility in relationship with parents, carers and/or other family members; physical aggressions towards parents, siblings, pets, teachers or peers; placement breakdown; detachment from age appropriate activities; association with other young people who are known to be sexually exploited; sexual relationship with a significantly older person; unexplained relationships with older adults (e.g. through letters, texts, internet links); staying out overnight or returning late with no plausible explanation; persistently missing or missing with no known home base; returning after having been missing looking well cared for with no known home base; going missing and being found in an area where the child has no known links;
- Social presentation - change in appearance; leaving home in clothing unusual for the child e.g. inappropriate for age;

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- Parental capacity - family history of parental neglect or abuse;
- Family and environmental factors - family history of domestic violence; pattern of homelessness;
- Income - possession of large amounts of money with no plausible explanation; acquisition of expensive clothes, mobile phones or other possessions without plausible explanation; accounts of social activities with no plausible explanation of the source of necessary funding;
- Family's social integration - reports that the child has been seen in places known to be used for sexual exploitation.

### Possible indicators specific to boys and young men are:

- Health - physical symptoms (e.g. bruising or sexually transmitted infections); drug or alcohol misuse; self-harm or eating disorders;
- Education - truancy, deterioration of school work or part-time timetable;
- Emotional and behavioural development - secretive e.g. about internet use; anti-social behaviour; sexualised language; sexually offending behaviour;
- Family and social relationships - associating with other children and young people at risk of sexual exploitation; missing from home or staying out late; getting into cares of unknown people; contact with adults outside normal social group;
- Identity - low self-esteem, poor self-image or lack of confidence;
- Social presentation - wearing an unusual amount of clothing;
- Income - social activities with no explanation of how funded; possession of abnormal amounts of money, gifts, new mobile phones, credit on mobile phone, number of SIM cards;
- Social integration - frequenting known high-risk areas or going to addresses of concern; seen at public toilets known for cottaging; seen at adult venues.

### Assessment of Risk

When concerned about a child please use the Risk Assessment Tool at the end of this document to fully assess the risk and provide further information to support the instigation of the Libra Safeguarding Procedures.

### SERAF assessment framework

The framework has been developed to assist professionals in identifying the level of risk and necessary actions for children and young people who may be at risk or being sexually exploited. It is being used by many social care and police services in the region, for example, across the South West Peninsular, where there is an agreed protocol in place. The SERAF enables safeguarding actions to be linked to evidence of risk and is intended to inform professionals responses when they are considering what to do when they are worried about children and young people who may be at risk of sexual exploitation.

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Category of risk	Indicators of risk	Description	Associated actions
<p><b>Category 1</b></p> <p><b>Not at risk</b></p>	<p>No risk indicators but may have one or more vulnerabilities present.</p>	<p>A child or young person who may be 'in need' but who is not currently at risk of being groomed for sexual exploitation.</p>	<p>Educate to stay safe. Review risk following any significant change in circumstances.</p>
<p><b>Category 2</b></p> <p><b>Mild risk</b></p>	<p>Multiple vulnerabilities. One or two risk indicators may also be present.</p>	<p>A vulnerable child or young person who may be at risk of being groomed for sexual exploitation.</p>	<p>Consider multi-agency meeting to share information and agree a plan to address risk and/or need.</p> <p>Work on risk awareness and staying safe should be undertaken with this child/young person.</p> <p>Review risk following any significant change in circumstances.</p>
<p><b>Category 3</b></p> <p><b>Moderate risk</b></p>	<p>Multiple vulnerabilities and risk indicators present.</p>	<p>A child or young person who may be targeted for opportunistic abuse through exchange of sex for drugs, accommodation (overnight stays) and goods etc.</p>	<p>Convene multi-agency meeting under protocol for sexually exploited children and young people to ensure effective exchange of information with multi-agency colleagues and agree safety plan. At least</p>

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			<p>one review meeting to be convened.</p> <p>Work should be undertaken with this child/young person around risk reduction and keeping safe.</p>
<p><b>Category 4</b></p> <p><b>Significant risk</b></p>	<p>Multiple vulnerabilities and risk indicators. One or more significant risk indicators also likely.</p>	<p>Indication that a child or young person is at significant risk of or is already being sexually exploited. Sexual exploitation is likely to be habitual, often self-denied and coercion/control is implicit.</p>	<p>Convene multi-agency meeting under protocol for sexually exploited children and young people to ensure effective exchange of information with multi-agency colleagues and agree safety plan, including regular review meetings.</p> <p>Protection plan should include long-term intensive direct work with the child or young person.</p>
<p><b>Moderate or Significant risk</b></p>	<p>As above.</p>	<p>Young person aged <b>18 years</b> or above.</p>	<p>Where a young person is aged 18 years or over the associated action in relation to Moderate and Significant risk: sexual exploitation should be addressed as an issue in relation to this young person through the Pathway or other work plan; liaison between Social Services and Police Public Protection Unit to address the young person's protection</p>

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### Resources for Libra Staff to support young people:

#### **"A story of sexual exploitation" (DVD)**

This DVD uses input from young women from the project to highlight Sexual Exploitation issues  
For further information/to order please contact: [barnardos.org.uk](http://barnardos.org.uk)

#### **"Invisible Lives - Strong Voices" (DVD - linked with 'Respecting Self')**

The real life experiences of a young male and female who were sexually exploited made in partnership with young people. For further information/to order please contact: [barnardos.org.uk](http://barnardos.org.uk)

#### **'Innocence' (DVD)**

'Innocence' about CSE and alluded to internal trafficking the storyline, theme tune and song recorded and performed by young people, they also took part in filming and as extra's. For further information/to order please contact: [barnardos.org.uk](http://barnardos.org.uk)

#### **'Word on the street'**

KENAZ magazine 'Word on the Street' has the publication of poetry in it. For further information/to order please contact: [barnardos.org.uk](http://barnardos.org.uk)

#### **'Whose Child Now'**

Barnardos Child Links booklet on Child Trafficking (2008) Available free online:  
[http://www.barnardos.org.uk/whose\\_child\\_now.pdf](http://www.barnardos.org.uk/whose_child_now.pdf)

#### **Bwise2 sexual exploitation**

Toolkit 132p., CD ROM; audio/visual material; book This pack equips teachers, social workers and counsellors to educate young people about sexual exploitation with honesty and realism. The material is all based on the experiences of young people supported by a specialist Barnardo's service.

Full resources for the activity-based sessions are provided and thorough facilitators' notes with practical tips let you feel fully confident in delivering this relevant and engaging programme. Includes a CD-ROM of the session resources for printing or projecting. URL: Barnardos website: books and tools

#### **Bwise2 sexual exploitation: a preventative education pack for use with 12 to 17 year olds in pupil referral units, residential units and schools. England and Wales edition.**

Summary: An educational programme for professionals to teach young people about sexual exploitation. Sets out six sessions on: what is sexual exploitation?; grooming; power and control; risk management; equal consensual and respectful relationships; and support, protection and the law. Based on real-life experiences. Provides activities, handouts, case studies, and facilitator notes with practical tips. Can be used as part of the PSHE curriculum for key stages 3 and 4. Includes a CD-ROM of the session resources for printing or projecting and three posters.

### Useful contacts:

#### **Useful Information from Barnardos Website:**

[http://www.barnardos.org.uk/ctf\\_puppetonastring\\_report\\_final.pdf](http://www.barnardos.org.uk/ctf_puppetonastring_report_final.pdf)

<http://www.barnardos.org.uk/cuttingthemfree.pdf>

[http://www.barnardos.org.uk/final\\_report\\_by\\_paula\\_skidmore\\_in\\_english.pdf](http://www.barnardos.org.uk/final_report_by_paula_skidmore_in_english.pdf)

#### **Children and young people leaflets from Barnardos:**

[http://www.barnardos.org.uk/spot\\_the\\_signs\\_cyp.pdf](http://www.barnardos.org.uk/spot_the_signs_cyp.pdf)

#### **Parent/carers Leaflets:**

[http://www.barnardos.org.uk/spot\\_the\\_signs\\_parents.pdf](http://www.barnardos.org.uk/spot_the_signs_parents.pdf)

#### **Professionals**

[http://www.barnardos.org.uk/spot\\_the\\_signs\\_professionals.pdf](http://www.barnardos.org.uk/spot_the_signs_professionals.pdf)

#### **Other information from Barnardos:**

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[http://www.barnardos.org.uk/spot\\_the\\_signs\\_events.pdf](http://www.barnardos.org.uk/spot_the_signs_events.pdf)

### Other websites:

#### National Working Party on Sexual Exploitation:

<http://www.nationalworkinggroup.org/what-is-child-sexual-exploitation>

#### Department for Education – Child Sexual Exploitation Information:

Further information on child sexual exploitation can be found at:

[www.education.gov.uk/tackling-child-sexual-exploitation](http://www.education.gov.uk/tackling-child-sexual-exploitation)

#### Department for Education Child Sexual Exploitation Action Plan:

<http://media.education.gov.uk/assets/files/pdf/c/tackling%20child%20sexual%20exploitation%20action%20plan.pdf>

#### Safeguarding Children and Young People from Sexual Exploitation:

##### Supplementary guidance to Working Together to Safeguard Children

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-00689-2009>

##### Reforms to protect children in care from sexual exploitation - OCC report

<http://www.education.gov.uk/childrenandyoungpeople/safeguardingchildren/a00211106/reforms-to-protect-children-in-care-from-sexual-exploitation-occ-report>

### Libra Risk Assessment Tool for Under-18 year olds at risk of Sexual Exploitation

#### Guideline to using the assessment tool for under 18 year olds

The Sexual Offences Act 2003 along with The Bichard Enquiry and Kelly Report, which resulted from Soham murders, make recommendations for protocols and information sharing. As a consequence of these recommendations an additional assessment tool for those working with young people has been developed as an aid to decision making for the practitioner. Whilst some sexual activity amongst a younger age range is inappropriate and exploitative, a proportion of those children who are sexually active are not being exploited and would argue that they making the choice to engage in sexual activity of their own free will. The Sexual Offences Act 2003 guidance makes clear that *“although the age of consent remains at 16, the law is not intended to prosecute mutually agreed teenage sexual activity between two young people of a similar age unless it involves abuse or exploitation.”*

‘Children and Families: Safer from Sexual Crime’ (Home Office) The Bichard Inquiry (2004) and the Kelly Report (2004) have both made recommendations to the government in relation to the code of practice and national guidance around sexual activity amongst the under 16’s. The Bichard recommendations complement the duties outlined in the second edition of the Working Together to Safeguard Children (2006). Bichard suggests that professionals should consider the following points in their decision over whether to refer to police or children’s services;

- Age or power imbalances
- Coercion or bribery
- Overt aggression
- The misuse of substances as a disinhibitor
- Whether the child’s own behaviour, because of the misuse of substances, places him/her at risk so that he/she is unable to make an informed choice about any activity
- Whether any attempts to secure secrecy have been made by the sexual partner, beyond what would normally be considered usual in a teenage relationship.

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- Whether the sexual partner is known to one of the agencies
- Whether the child denies, minimises or accepts concerns

### Intended Use of the Risk Assessment Tool

The assessment tool is intended to enable a Libra Manager to make a professional decision about the services that an individual young person requires and the type of preventative and or intervention work required. As frontline workers we make subjective judgments. This tool is intended to enable these 'gut reactions' and judgements to be formalised and short and long-term actions derived. This tool is comprehensive in assessing risk factors relating to sexual health. In relation to young people we need to look at the context in which sexual activity occurs or is likely to occur, so that we can go some way to assess the risks associated with that behaviour. As professionals we need to ensure equity of service, to ensure that young people do not 'slip through the net'. This tool also provides a framework in which we are able to respond to individual needs, because it is not appropriate to react to groups of young people in any one given way.

### Who the Assessment Tool is for

The tool has been designed to support assessment and decision making for follow-up, with under-18s who may be at risk. The assessment tool is intended for use by Libra Managers who have contact with young people under 18 years of age.

### The Assessment Tool in Practice

#### Four Possible Outcomes:

There are **four possible outcomes** from the Assessment tool dependant on the scoring for each individual young person. Each outcome is outlined below.

#### 1. No Action Required .

##### **A score of 0 – 9 is indicative of no risk.**

For those young people who have a score between 0 and 9 it is considered that there is no risk to that individual's health or well being in respect to their sexual activity. This outcome does not mean that no action should be taken at all. The no further action instruction only indicates that there is minimal risk associated to the young person at that point in time. It is intended that the young person should be encouraged to access contraceptive and sexual health services to ensure that they receive appropriate ongoing advice and information. This is in line with the possibility that the young person's needs may change over time.

#### 2. Single Agency Action

##### **A score 10 – 19 is indicative of a low risk**

At this level only a Libra response is required. Additional targeted support to address any identified concerns should be undertaken. An integrated multi -agency response may be required.

#### 3. Cause for Concern:

##### **A score of 20 – 24 is indicative of medium risk**

Cause for concern indicates that the young person is at potential risk of harm as a result of their sexual activities or related actions. At this level children and young people need a clear and coordinated multi agency response to ensure their needs are met so Libra's Safeguarding Policy and Procedures should be implemented. Do not rely solely on the assessment tool, refer to the sexual exploitation indicators (as detailed in the procedure).

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### 4. Child Protection

#### **A score of 25+ is indicative of high risk**

Where the outcome of an assessment shows that a young person is demonstrating a high level of risk with other risk factors in addition to concerns about CSE, an immediate referral through Libra Safeguarding Policy is required.

#### **Use of the Scoring System**

The scoring system should be used as an **indication** of the young person's need only. If there are any concerns about the young person's welfare that have not been addressed through this assessment, advice and guidance must be sought via internal supervision and or social care or the police, depending of the nature of the concerns.



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## THE ASSESSMENT TOOL FOR UNDER 18 YEARS

Young Person:

Manager completing this assessment:

Date:

1. Age of client / Age differential with partner
Age of young person:
Age differential
-12 12 13 14 15
-1yrs 10 5 4 3 2
2yrs 15 10 5 4 3
3-4yrs 20 15 10 5 4
5-6yrs 25 20 15 10 5
6yrs + 25 25 20 15 10
(If the young person is aged 16 or 17, add one point for each year of age differential up to a maximum of 10 points.)
<b>SCORE:</b>

<b>2. Sexual activity</b>
A. Has not had sex and not planning to soon 0
B. Has not had sex but planning to soon 1
C. Is having sex 2
D. Is having sex but not gone through puberty 3
E. Is having sex but shows little understanding 4
<b>SCORE:</b>

<b>3. Number of sexual partners in past 12 months</b>
A. 0 0
B. 1 – 2 1
C. 3 - 6 2
D. 6 + 3
E. Young person does not know 5
<b>SCORE:</b>

<b>4. Comprehension and maturity</b>
A. Has excellent understanding, acts maturely 0
B. Has limited understanding of sexual health, acts maturely 1
C. Has limited understanding of sexual health, acts immaturely 2
D. Does not understand sexual issues, acts immaturely 3
E. Takes risks/does not demonstrate understanding or maturity 4
<b>SCORE:</b>

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### 5. Sexually Transmitted Infections

A. Not sexually active 0
B. Sexually active and practices safer sex 1
C. Sexually active and sometimes uses condoms 2
D. Has had confirmed sexually transmitted infection or has used emergency contraception 3
E. Has had repeated sexually transmitted infection / (partner) has taken Emergency contraception multiple times 4
<b>SCORE:</b>

### 6. Pressure or threat by a partner or self (to engage and/or to keep secret)

A. No pressure or threat to engage in sexual activity 0
B. Feels pressure but has not been threatened 2
C. Feels pressure and fears will be threatened 4
D. No disclosure but concern/evidence of abuse by or to them 10
E. Has threatened/abused others or has been threatened/ abused 10
<b>SCORE:</b>

### 7. Pressure from peers

A. No pressure from peers 0
B. Feels pressure but has not acted on this 1
C. Feels pressure and is considering sexual activity 2
D. Has become sexually active as a consequence of pressure 3
E. No disclosure but concern/evidence that has become sexually active as a consequence of pressure 4
<b>SCORE:</b>

### 8. Occupation

A. In full time education/training/employment and attending 0
B. On Pupil Referral Unit and attending 1
C. In full time education/training and poor attendance 2
D. On Pupil Referral Unit and poor attendance 3
E. Not attending/not engaged with education/training/employment 4
<b>SCORE:</b>

### 9. Drugs and alcohol

A. No drug or alcohol use 0
B. Occasional drug/alcohol use. No reported intoxication 1
C. Drug/alcohol use influencing sexual behaviour/decisions 2
D. Drug/alcohol use influencing wider behaviours too 3
E. No disclosure but concern/evidence drug/alcohol misuse 4

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**SCORE:**

### **10 Mental Health, including Emotional Behavioural Difficulties**

A. No history of any mental health/Emotional well-being problem 0

B. No current mental health problem but has had in past 1

C. Mental health problem, receiving or not needing Medication / support 2

D. Mental health problem needing but not receiving

E. medication/support 3

F. Not disclosed but concern/evidence of mental Health / Emotional well-being problem 4

**SCORE:**

### **11. Physical Health**

A. No history of relevant physical health problems 0

B. History of relevant physical problems but not currently affected 1

C. Has not started key puberty changes 2

D. Possible risk to physical health due to sexual activity 3

E. Physical health affected by sexual activity (incl. STI) 4

**SCORE:**

### **12. Social support system**

A. Has supportive relationship with at least one adult family member 0

B. Has supportive relationship with at least one adult outside family 1

C. Has supportive relationships only within peer group/older

siblings/ not living with birth family 3

D. Has only abusive relationships with adults 10

E. Not disclosed but concern/evidence of abuse 10

**SCORE:**

### **13. Ability to use professional support**

A. Uses support and comprehends advice/guidance 0

B. Seeks support; limited comprehension of advice/guidance 1

C. Seeks support but does not comprehend advice/guidance 2

D. Has refused support in the past from other sources 3

E. Does not keep regular appointments and disregards advice 4

**SCORE:**

**TOTAL SCORE:**

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Additional comments

## Total Scores And Action Required

Total scores are an **indication** of the level of risk that the young person may be facing. The total scores indicate what action should be taken in relation to the young person's welfare in discussion with the Director of Care who is the Senior Designated Officer.

## Responsibility for the Policy and Procedure

### Role of the Directors / Headteacher

The Headteacher will:

- implement this policy;
- ensure that all school staff are aware of the policy;

### Role of the Senior Designated Safeguarding Person

The Senior Designated Safeguarding Officer will:

- lead the development of this policy and all linked policies throughout the school;
- work closely with the Headteacher;
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- provide training for all staff on induction and when the need arises;
- review and monitor;

### Role of Libra Staff

School staff will:

- comply with this policy;
- be vigilant when working with children to identify possible indicators of sexual exploitation
- be aware of all other linked policies;

### Role of Children

Children must:

- feel safe and protected;
- know how to assess risk to themselves;
- know how to keep themselves safe;
- know how to raise a complaint or concern;
- know and recognise a trusted adult that they can go to and raise their concerns;
- feel supported and protected when they raise a concern;
- be kept informed of any actions that have been taken when they have raised a complaint;
- feel safe from discrimination and bullying;
- be made aware of the basic safeguarding procedures in school;
- be aware of and comply with this policy;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- liaise with the school council;
- take part in questionnaires and surveys.

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## Role of the School Council

The School Council will be involved in:

- reviewing the effectiveness of this policy with the Senior Leadership team.

## Role of Parents

Parents are:

- asked to work hard with the school to establish excellent home-school relationships;
- aware that we have a responsibility for the welfare of all our pupils;
- aware that we have a duty to involve Social Services or any other agency if we have any concerns about a child;
- aware that under certain circumstances we will involve an agency without informing them if we think that by so doing we will place the child at even greater risk;
- aware that they will be kept up to date with all our actions.

Annually we will ask parents, carers and social workers if:

- they have any concerns about the safety of their child when in school;
- they feel enough time is given for children to learn how to keep safe;
- they know who talk to if they have any concerns;
- they feel their views are listened to and acted upon.

Parents, carers and social workers will be invited to attend safeguarding awareness workshops when their children join the school, annually or when the need arises. In regard to sexual abuse parents will be advised to:

- be aware that the most common form of abuse comes from within the family and it can come from someone who is well-known and trusted in the community;
- talk to their children about sexual abuse in the same way they teach their children about bad behaviour;
- introduce the subject by saying, "I need to talk to you about something which is very important to me.";
- approach conversation in the same way they would teach their children how to play with others and explain where it is correct to touch people;
- not leave it up to teachers to speak to their children about it;
- have simple conversations with their children from the age of five right through to adulthood;
- use opportunities such as at bath-time, walking home from school or in the car to have the first talk;
- avoid scary words so as not to frighten them but to tell them that their body belongs to them, and that they can say no if someone tries to touch them;
- talk to their children about the difference between good and bad secrets;
- introduce their children to the NSPCC's Talk Pants campaign which does not mention sex or abuse but makes a scary message easier to talk about;
- access Talk Pants online and to use bed-time stories to tackle this delicate and very important topic.

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The Designated Safeguarding Lead:

- will ensure that parents are aware of this policy;
- will respect parents and children’s need for privacy;
- will respect families from different backgrounds and cultures as long as it does not put the child at risk;
- when making a referral will share all information with parents unless it places the child at risk.

## Training for Libra Staff

All school staff:

- have equal chances of training, career development and promotion
- receive training where appropriate on this policy on induction:
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

## Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents
- school events
- meetings with school staff
- communications with home such as newsletters

## Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Senior Designated Person and the Headteacher.

## Linked Policies

<ul style="list-style-type: none"><li>• Safeguarding</li></ul>	<ul style="list-style-type: none"><li>• Risk Assessment</li></ul>
<ul style="list-style-type: none"><li>• Attendance</li></ul>	<ul style="list-style-type: none"><li>• Health</li></ul>

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<b>Director:</b>	Joan Wilkes	<b>Date:</b>	21.12.17
<b>Head Teacher:</b>	Kirsty Crosby	<b>Date:</b>	21.12.17
<b>Local Authority Police Constabulary:</b>	Allyson Murray	<b>Date:</b>	06.12.17

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## Initial Equality Impact Assessment

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Sexual Exploitation, Trafficking and Risky Behaviours Policy & Procedures	Yes stated			✓

This policy affects or is likely to affect the following members of the school community (✓)	Children	School Staff	Parents/carers	Directors	School Volunteers	School Visitors	Wider School Community
	yes	yes	yes	yes	yes	yes	yes

Question	Equality Groups																		Conclusion										
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No			
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	Yes	No	
		✓			✓			✓			✓			✓			✓			✓			✓				✓		
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓						✓	
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓						✓	

**Conclusion** We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.

Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
Kirsty Crosby	21.12.17	Joan Wilkes	21.12.17



## Libra School Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed	x			
• Policy in line with current legislation	x			
• Coordinator in place	x			
• Coordinator carries out role effectively	x			
• Headteacher and coordinator work closely	x			
• Policy regularly discussed at meetings of the governing body			x	
• School staff aware of this policy	x			
• School staff comply with this policy	x			
• Children aware of this policy	x			
• Parents aware of this policy	x			
• Visitors aware of this policy	x			
• Local community aware of this policy			x	
• Funding in place			x	
• Policy complies with the Equality Act	x			
• Equality Impact Assessment undertaken	x			
• Policy referred to the School Handbook	x			
• Policy available from the school office	x			
• Policy available from the school website	x			
• School Council involved with policy development	x			
• All stakeholders take part in questionnaires and surveys			x	
• All associated training in place	x			
• All outlined procedures complied with	x			
• Linked policies in place and up to date	x			
• Associated policies in place and up to date	x			
<b>A statement outlining the overall effectiveness of this policy</b>				
It is effective and suitable for purpose				