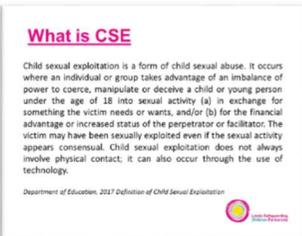


Outline for delivery of LSCP Child Sexual Exploitation (CSE) Awareness Plus Briefing

- This presentation is a brief introduction to Child Sexual Exploitation: it is suitable for team managers in a variety of settings to raise awareness of CSE in staff groups.
- The presentation covers what CSE is, how children and young people can be groomed and exploited, and which groups of children and young people are more vulnerable to being abused. It also highlights some warning signs staff may observe or hear about that could indicate that a child or young person is at risk of, or is experiencing sexual exploitation; the importance of sharing intelligence and what to do if you are concerned that a child or young person is at risk of sexual exploitation.
- Prior to presenting this presentation, it is recommended that the person doing so reads the following reports:
 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf
 - <https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>
- There are further reports available on the LSCP CSE practitioner and professionals page under the heading Resources.
- If you have any questions with regards to the content and delivery please contact LSCP.training@leeds.gov.uk

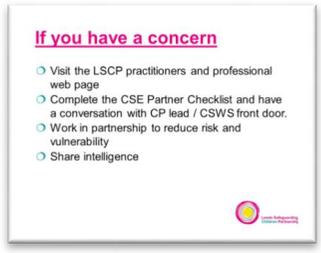
Supporting notes for delivering the presentation

Slide	Title	Content to cover
<p>1</p> 	<p>Introduction to CSE</p>	<p>The presentation is a brief introduction to Child Sexual Exploitation, CSE can be a complex issue and it is recommended that for staff groups who work directly with children and young people, practitioners and professionals undertake further reading around the subject.</p>
<p>2</p> 	<p>What is CSE</p>	<p>This is the government definition. The first point to highlight is that children can be exploited up to the age of 18, beyond the age of legally being able to consent to sexual intercourse, which is 16 years old.</p> <p>The second point to highlight is that whilst previously tangible gifts and rewards have been (and still are) an indicator that a child might be being sexually exploited, the rewards that a child or young person might receive are often non-tangible for example feeling wanted, receiving affection and / or somewhere warm to stay, a taxi home, etc.</p> <p>Another point to note is that it might not be the child or young person who receives the reward, a third person or persons might receive payment; often such transactions are without the child's knowledge or understanding that this is occurring.</p> <p>Refer to the fact that most children have access to the internet and that social media is a powerful tool that can be used to exploit children.</p> <p>That the exploitation of children via the internet and social media may be undertaken, by adult posing as younger than they are, to entice / groom children and young people into a friendship, then a relationship which may involve persuading the child to or meet up in real life. Such online relationships can also involve the sharing of images, which can be used to blackmail children and young</p>

			<p>people to share more images, not tell trusted adults or parents / carers / friends of online abuse / exploitation and can be used to blackmail a child or young person to meet up in real life.</p> <p>Images that child might have shared can also be posted / shared without their knowledge and seen by people worldwide.</p> <p>This form of exploitation is particularly relevant to peer exploitation – where young people exploit other children or young people.</p> <p>The third element of the definition relates to power imbalance, control and coercion.</p> <p>Age, gender, intellect, physical strength and / or economic or other resources – covers most relationship imbalances / control and coercion are key words - how is the child or young person being groomed and exploited.</p>
3	 <p>NWG definition created by young people</p> <p>Someone taking advantage of you sexually, for their own benefit. Through threats, bribes, violence, humiliation, or by telling they you that they love you, they will have the power to get you to do sexual things, for their own, or other people's benefit or enjoyment including: touching or kissing private parts, sex, taking sexual photos.</p> <p><small>National Working Group 2015</small></p>	Another definition by young people	<p>A definition created by young people working with the National Working Group. NWG are a charitable organisation formed as a network of over 14,300 practitioners who disseminate information down through their services to professionals working on the issues of CSE and trafficking. They offer support and advice and raise the profile of the issues around CSE, including a Youth Advisory Board.</p>

4	 <p>CSE is an umbrella term</p> <p>The term 'child sexual exploitation' has the potential to sanitise the horror of child rape and sexual abuse.</p> <p>Child sexual exploitation is not an offence in itself and offenders are prosecuted using separate sexual offences, such as:</p> <ul style="list-style-type: none"> ○ Sexual activity with a child ○ Taking / sharing indecent images of a child ○ Rape ○ Child abduction ○ Trafficking 	CSE is an umbrella term	<p>The points to cover include:</p> <ul style="list-style-type: none"> • The term CSE can minimise what is being referred to, which is the sexual abuse of children • That there is not a criminal charge of CSE. • That children under the age of 13 cannot in law, consent to sexual activity. <p>Legislative changes have been made which reflect growing awareness of CSE. The Sexual Offences Act 2003 was amended by the Serious Crime Act (SCA) 2015 to make reference to child sexual exploitation instead of child prostitution. The SCA also introduced new offences in relation to controlling or coercive behaviour in intimate relationships and sexual communication with a child.</p>
5	 <p>Common models of grooming and exploitation</p> <ul style="list-style-type: none"> ○ Inappropriate relationships ○ The boyfriend model ○ Peer grooming and exploitation ○ Indirect peer ○ Party lifestyle ○ Internet grooming ○ Organised / networked / commercial exploitation & trafficking / internet grooming ○ Gangs and groups 	Common models of grooming and exploitation	<ul style="list-style-type: none"> • Inappropriate relationships - usually involve one offender (male or female) who has inappropriate power or control over a young person (physical, emotional or financial). The 'adult' engages in sexual activity with the child. • Boyfriend Model – Those grooming befriend a young person into a 'relationship' and once the child trusts them / loves them they coerce or force them to have sex with friends or associates. The boyfriend may be older than the victim, but not always. This model is can be linked to the party lifestyle or more organised sexual exploitation. • Peer Exploitation - This refers to situations where young people are forced or coerced into sexual activity by peers or associates. • Indirect peer – A peer of the child or young person facilitates but does not initiate the sexual exploitation: this may involve peers taking a 'friend' to a party or venue knowing that they are placing the child or young person at risk of CSE. The young person facilitating the abuse may be controlled / ordered by others. • Party lifestyle - Involves children being befriended by the perpetrators (in person or online) or through other young people. Young people are encouraged / manipulated to attend 'parties' at flats, houses or hotels, where alcohol and drugs are frequently available and at which there are often unknown guests, children are often coerced to have sex with multiple others. • Internet grooming – grooming a child over the internet, this often involves the perpetrator providing false personal details such as their age, can involve asking the child for images, and may involve blackmail and / or arranging to meet up with the child in real life.

			<ul style="list-style-type: none"> • Organised / networked / commercial exploitation & trafficking – can involve children and young people being ‘passed’ through networks and trafficked between towns and cities where they may be forced / coerced into sexual activity with multiple others. Often linked to parties and indirect peer exploitation it can sometimes also be linked to other serious organised crime such as drugs – may involve the ‘buying and selling’ of children and young people. • Gangs /Groups exploitation - Types of exploitation may include using sex as a weapon between rival gangs, as a form of punishment to fellow gang members and / or a means of gaining status within the hierarchy of the gang • For boys there is also the ‘trusted friend/shared interest’ model – someone directly or online establishes a friendship with them (often non-sexual and often building on a common interest such as gaming or a hobby).
6	 <p>Who is vulnerable?</p> <ul style="list-style-type: none"> ○ Experience of domestic violence / adult mental health / substance misuse / significant abuse ○ Experience of adult sex work ○ Experience of family breakdown / bereavement / grief ○ Children from migrant families / unaccompanied asylum seeking children ○ Those absent or missing from education / home ○ Those with learning disabilities / difficulties ○ Children living in poverty ○ Those who have mental health problems / misuse alcohol / substances ○ Looked after young people ○ Children affected by gang culture 	<p>Who is vulnerable?</p>	<p>Firstly note that all children are vulnerable to being groomed and exploited by virtue of their age.</p> <p>Note that boys and young men are equally likely to be sexually exploited as girls and young women.</p> <p>Then highlight that there are some life experiences, situations and contexts which can impact on a child or young person’s vulnerability to sexual exploitation. These life experiences, situations and contexts can also relate to children and young people who practitioners / professionals / statutory agencies are concerned about for reasons other than CSE.</p> <p>Note that there are groups of young people who are more vulnerable to CSE that are not highlighted on the slide, such as LGBT (Lesbian, Gay, Bi-Sexual and Transgender) young people, children from particular ethnic / cultural backgrounds, such as Roma & Traveller children, girls and young women from south Asian communities</p> <p>Missing is a common risk factor associated to children at risk of CSE: missing relates to a child not being where they should be and for whom there is concern; it is out of character; or when a child’s whereabouts is unknown and it is believed that</p>

			they might be placing themselves (or others) in risky or harmful situations. Missing can relate to a very short period of time and can also relate to being missing during the daytime or during school hours.
7	 <p>Warning signs</p> <ul style="list-style-type: none"> ○ Periods of missing from home, care or school ○ Change in relationships with family & friends unaccounted for money or gifts / <u>ability to buy goods</u> ○ Physical injuries / change in physical appearance ○ Change in emotional wellbeing / self-harm / thoughts of, or attempts at suicide ○ Change in drug or alcohol use ○ Involvement in offending (new or increased) ○ Sexually-transmitted infections / pregnancy and terminations ○ Change in emotional wellbeing / self-harm ○ Increase use of the internet / phone ○ New peer group / boyfriend or girlfriend 	Warning signs	<p>Highlight children who go missing again as a main warning sign Note that a number of the warning signs relate to risk taking behaviours and behaviours often common with adolescence.</p> <p>Note that a practitioner or professional might see or be aware of only one or two of the warning signs, or there might be many present and therefore an assessment of the risk of or concern relating to CSE is about considering the warning signs alongside other information and putting all the pieces of information together to build a picture.</p>
8	 <p>The importance of sharing intelligence</p> <ul style="list-style-type: none"> ○ Identifies vulnerable children at risk and helps to reduce harm ○ Helps disrupt / divert and prosecute the perpetrators ○ Caters for a map of the 'problem profile' - targeting the right services in the right areas ○ Informs localities, businesses and communities <p>Pass it on to the police and let them make the decision</p>	The importance of sharing intelligence	<p>Highlight that by sharing information enables intelligence to be developed. It is important to know that any piece of information can be the key to an on-going police investigation. Nothing is too small or unimportant that it is not worth sending it through.</p> <p>“Intelligence is information that can be developed and acted upon” therefore the key pieces that everyone should be looking out for are the following:</p> <ul style="list-style-type: none"> ● Registration Plates, partial or full ● Names; full names, first names, surnames or nicknames ● Areas of Interest; Parks, roads, streets, buildings, areas, places of business etc <p>Information / intelligence can be shared via the police information sharing form found on the LSCP CSE practitioners and professional page</p>
9	 <p>If you have a concern</p> <ul style="list-style-type: none"> ○ Visit the LSCP practitioners and professional web page ○ Complete the CSE Partner Checklist and have a conversation with CP lead / CSWS front door. ○ Work in partnership to reduce risk and vulnerability ○ Share intelligence 	If you have a concern	<p>Suggest it is best practice to always have a conversation with the team / organisation Safeguarding / CP lead if a staff member has concerns about a child or young person being at risk of CSE or they hold concerns about a potential perpetrator / facilitator.</p>

