

NATIONAL CHILD SEXUAL ABUSE AND EXPLOITATION PREVENTION STRATEGY

ENGLAND

In collaboration with



TABLE OF CONTENTS

About this document	3
Education	4
Multi-agency working and information sharing	10
Diversity and marginalised groups	13
Return home interviews	16
Perpetrators	19
Criminal exploitation	22
Businesses and industries	25
Out of school settings	28
Children and young people outside mainstream education	30
Looked after children	33
Trauma-informed approaches	36
16–18 years +	39

NATIONAL CHILD SEXUAL ABUSE AND EXPLOITATION PREVENTION STRATEGY

ENGLAND

ABOUT THIS DOCUMENT

Child sexual abuse and exploitation (CSAE) is a national threat and a public health issue. It needs a whole society approach in order to address the increasing scale and impact of the problem.

The CSAE Prevention Programme is delivered in partnership between The Children's Society, Victim Support and the National Police Chiefs' Council (NPCC), and has been funded for one year (March 2017–March 2018). The aim of the programme is to scope needs and trends relating to child sexual exploitation and other forms of abuse across the ten policing regions in England and Wales, and to create regional strategies to support improvements in preventative and protective responses.

After a period of evidence collection, a number of key themes consistently emerged across all regions. This document details those areas for development and subsequent recommendations on a national level for England. It can be used to inform good practice and support regional strategies and action plans. Regional CSAE Prevention Strategies have also been developed to reflect the different priorities and needs of each region.

Our vision is that these documents are used alongside existing strategies to build on the good work already taking place across regions. We envisage multi-agency networks working together to implement recommendations to help prevent the sexual abuse and exploitation of children and young people in England.

Throughout our work delivering the CSAE Prevention Programme, one message is clear: child sexual abuse and exploitation can feel like an insurmountable problem, yet individuals, families, communities, businesses and organisations are determined to play an active role in preventing it and supporting those who experience it the best way we can.



EDUCATION

AREAS FOR DEVELOPMENT

There is a general lack of age appropriate and consistent preventative education about consent, safe touch, boundaries, expectation, appropriate relationships, online safety, and speaking to a safe adult.

Children and young people who present with harmful sexual behaviour are not receiving a consistent response, or appropriate interventions to prevent the escalation of behaviours.

Key themes for harmful sexual behaviour preventative education should include:

- Consent – understanding and obtaining active consent
- Keeping safe online
- Cyberbullying
- Sexting/distributing Indecent Images of Children (IIOC)
- Online streaming via platforms such as Live.ly, yellow box, and similar apps
- Risks of meeting someone online
- Pornography and how this affects views and behaviours
- Gaming, for example Minecraft, and the ability to chat via gaming

Parents and carers are vital in responding to issues of child sexual abuse and exploitation, and harmful sexual behaviour. All parents should be equipped with the knowledge to enable them to protect their children and respond appropriately if they have concerns.

RECOMMENDATIONS

RESOURCES TO SUPPORT RESPONSE

CHILDREN AND YOUNG PEOPLE

- Preventative education should be provided to all early years, primary, and secondary age children at key stages, using age appropriate resources. This should be repeated year on year, building knowledge and understanding according to age and capacity to engage with the issue. Education should focus on preventing harmful sexual behaviour and/or offending among children and young people, as well as highlighting issues to potential victims.
- Children and young people presenting with harmful sexual behaviour should be referred to Children's Social Care to be considered for an assessment of their needs and status as both victim and perpetrator/potential perpetrator. Underlying factors contributing to the behaviour should always be explored.
- Education, children's services, and health settings may need to consider adapting their current arrangements, and offer training to their staff in relation to child sexual abuse and exploitation, and harmful sexual behaviour, to support this effectively.
- Children and young people should have access to age appropriate targeted interventions for primary and secondary aged children who present with harmful sexual behaviour.
- The use of Outcome 21 must be promoted to avoid inappropriate criminalisation of children and young people.
- There must be consideration that victims of child sexual abuse and exploitation may be present during lessons, and that content delivered could trigger them. Appropriate support and space should be given to address any issues arising.
- Lessons should educate pupils on what a Sexual Assault Referral Centre (SARC) is and how they, and other forms of support, can be accessed.

NSPCC: [PANTS](#)

Lucy Faithfull Foundation: [Hedgehogs](#)

[Stop It Now](#)

CEOP: [Think U Know](#)

[Peer on Peer Abuse Toolkit](#)

Marie Collins Foundation: [Helping Young Men to Navigate Responsibly Online](#)

London Borough of Hackney: [HSB MAP process](#)

[Outcome 21 Guidance](#)

FAMILIES AND COMMUNITIES

The objective of the following recommendations is for **parents and carers** to be educated about the risk of abuse, and supported to talk to their children about these issues.

- **Parents of children under five:** Nursery staff should offer support and education to parents about consent, how they can support their children, and create a safe space for their children to raise any concerns.
- **Parents of children aged 5–11:** All primary schools should offer information, advice and interactive learning opportunities through parents' evenings.
- **Parents of children aged 11–18:** All secondary schools should develop a homework resource for children to undertake with their parents' support, exploring issues of consent, the law, safe and harmful behaviours in relationships.
- **Health staff:** GPs, health visitors, and school nurses to have access to education materials and information to share with parents and carers.
- All primary and secondary schools should offer information, advice and interactive learning opportunities through events such as parents' evenings.

The objective of the following recommendations is for **communities** to have a better understanding about the risk of abuse, consent, the law, and how they can contribute to supporting members of their community to prevent abuse.

- **Local communities:** Schools should consider working in partnership with community based settings to promote education and awareness. For example, child and young person led awareness sessions and materials in leisure centres, libraries, children's centres, faith groups, and child minders.

[Parents Protect](#)

[Stop It Now](#)

PACE (Parents Against Child Exploitation):
[Relational Model and resources for parents/carers](#)

Centre of Expertise:
[Supporting Parents](#)

[UK Safer Internet Centre](#)

[Parent Zone](#)

[Know About CSE](#)

[Derby Parent Pack](#)

Prevention Programme:
[Working with Parents Toolkit](#)

[O2 Guru where parents can book an appointment to get advice on setting parental controls](#)

FAMILIES AND COMMUNITIES CONT.

- **Retailers:** Retailers selling internet-enabled devices should have some child sexual exploitation awareness, and materials so they are able to talk to parents and carers about online risks to children and young people. Staff should signpost parents to appropriate organisations to find out more information.
- **National:** There should be a regional plan to feed into the Sex and Relationship Education (SRE) consultation process and implement appropriate measures, including children and young people’s views. In addition, early years should add consent to its curriculum, similar to how PHSE and SRE is mandatory from 2019.

SITUATIONS AND PLACES

Schools must consider how they can take a whole school approach to change the environment to prevent sexual harassment and violence in school. This can be achieved through the following recommendations.

- Schools must consult with pupils to develop a whole school plan/agenda/campaign, preferably to be young person led.
- If victims of peer on peer abuse attend school with a child perpetrating the abuse or harmful sexual behaviour, appropriate actions should be taken to ensure that the victim feels comfortable and safe.
- Schools and governing bodies must ensure that relationship, child sexual exploitation, and harmful sexual behaviour education is robust, consistent and up to date.

CSA Centre:
[Key Messages for Professionals in School Settings](#)

SITUATIONS AND PLACES CONT.

- Schools must have up to date and robust guidance and protocols to deal with child sexual abuse and exploitation, and harmful sexual behaviour, including multi-agency working, sharing information, and having support structures in place for both child perpetrators/potential perpetrators and victims. This should ensure that both are appropriately risk assessed, protected, and are offered therapeutic and/or socio-educative support.
- Schools must implement a child sexual abuse and exploitation zero tolerance policy, with clear expectations and responses, for example, that skirt-lifting or bra-pinging is considered sexual assault. Schools should clarify the spectrum of offences, outline clearly expectations and consequences, and develop socio-educative detention focused on the deterrence of sexual abuse and harmful sexual behaviour.
- Schools should have a designated safeguarding lead who is aware of local information and intelligence-sharing protocols, and be proactive in sharing this information with relevant partners. The safeguarding lead can offer additional support to ensure that the child or young person (both victim and perpetrator/potential perpetrator) is given an appropriate response.
- School nurses must be trained to identify, respond, and offer support and advice to pupils in relation to child sexual abuse and exploitation, and harmful sexual behaviour.
- Local safeguarding procedures should be followed and the local authority should complete an appropriate assessment of concerns raised.
- Schools should ensure that they create a culture of vigilance, and that CCTV is in place and addresses blind spots. Teachers should be equipped to spot and challenge early inappropriate behaviours.

**SITUATIONS
AND PLACES CONT.**

- All school staff must be trained in spotting signs and responding to child sexual exploitation, harmful sexual behaviours, and using trauma-informed approaches to intervene with incidents or behaviours.
- School staff should be aware of the local services children and young people can be referred to for additional support.
- Governing bodies should ensure that all schools within the local authority have a consistent approach to education around child sexual abuse and exploitation, and harmful sexual behaviours, while both challenging and supporting those who choose not to engage with implementing it.



MULTI-AGENCY WORKING AND INFORMATION SHARING

AREAS FOR DEVELOPMENT

Multi-agency working and information sharing is paramount to ensure that children and young people are safeguarded. There should be consistent and robust systems, policies and guidance to enable information sharing, multi-agency working, and a methodical approach to child sexual exploitation and harmful sexual behaviour.

RECOMMENDATIONS

RESOURCES TO SUPPORT RESPONSE

**CHILDREN AND YOUNG PEOPLE AND PERPETRATORS/
POTENTIAL PERPETRATORS***

- At a minimum, all child sexual abuse and exploitation, and harmful sexual behaviour multi-agency responses should include contributions from police, local authority, health and education and, where possible, voluntary sector agencies.
- Vulnerability panels should consider risk across all types of exploitation and abuse, and promote intelligence sharing guidance and processes.
- Create a process to feedback to those who have shared intelligence, acknowledging how it can or has helped, excluding sensitive details.
- All safeguarding training should include guidance on sharing intelligence.
- Prisons and custody settings must help to identify gangs and networks that are forming, and to build an intelligence picture of perpetrators/potential perpetrators to share with police, including those not being released on the Sex Offenders' Register (SOR).
- Multi-agency public protection arrangement (MAPPA) meetings that identify any gaps in knowledge or instances of child sexual abuse and exploitation should be shared (subject to permissions) with relevant child sexual abuse and exploitation panels, so that other agencies can implement measures to protect those at risk.
- There must be a multi-agency agreement of the minimum standards and expectations across education, health, police and social care, to improve the flagging and recording of perpetrators' and victims' information, including age, ethnicity, locations, and occupations.
- Child sexual exploitation and other forms of exploitation must be processed through child protection procedures, adopting a contextual safeguarding and multiple vulnerabilities approach, to enable better information sharing and assessment of need.

Prevention Programme Intelligence Guidance: [CSEpoliceandprevention.org.uk](https://www.csepoliceandprevention.org.uk)

University of Beds: [Contextual Safeguarding Model](#)

London Borough of Camden: [CSE Guidance/Model](#)

Centre of Expertise: [Key Messages from Research](#)

Centre of Expertise: [Commissioning Service for CSAE and HSB](#)

Children's Commissioner: [See Me, Hear Me Framework](#)

Research in Practice: [Involving CYP in CSE Services](#)

Research in Practice: [CYP Participation in CSE services](#)

**CHILDREN AND YOUNG PEOPLE AND PERPETRATORS/
POTENTIAL PERPETRATORS* CONT**

- Children and young people should be included in, and informed of, the child protection process.
- More specialist services for supporting children and young people, and their families, in relation to child sexual abuse and exploitation, and harmful sexual behaviour, should be commissioned. Considerations should be made of gaps in current commissioning, especially in relation to preventative interventions.
- Children and young people should be involved in commissioning and developing child sexual exploitation and child criminal exploitation services.
- Active participation opportunities should be made for children and young people to inform practice, research and strategies.

**FAMILIES
AND COMMUNITIES**

- Parents should be informed and included in Child Protection and decision making processes.
- Parents should be advised and supported to share intelligence.
- Training and/or guidance should be made available for police, social care, and health and education staff, on engaging parents in the child protection process for risks outside the family, and for contextual safeguarding.
- The commissioning of support services to enable parents to actively engage and collaborate with professionals in the safeguarding process should be considered.

PACE UK: [The Relational Safeguarding Model](#)

Centre of Expertise: [Supporting Parents](#)

Centre of Expertise: [Supporting Parents Infographic](#)



DIVERSITY AND MARGINALISED GROUPS

AREAS FOR DEVELOPMENT

There is a general lack of understanding about the diversity of child sexual exploitation victims, perpetrators, and models of abuse, alongside a lack of understanding about identifying and engaging with marginalised groups. Marginalised groups include children and young people who:

- Are boys and young men
- Are aged 16–18
- Are from black and minority ethnic (BME) communities
- Identify as LGBTQ+
- Have learning difficulties or disabilities
- Are from faith communities

RECOMMENDATIONS	RESOURCES TO SUPPORT RESPONSE
<p>CHILDREN AND YOUNG PEOPLE</p> <ul style="list-style-type: none"> ● Training and consultation targeted at existing child sexual abuse and exploitation services, and harmful sexual behaviour services, should ensure that they are actively trying to engage with marginalised groups, and that they have considered accessibility and the additional needs and/or vulnerabilities of marginalised groups. ● Additional risks must be considered for children and young people in marginalised groups who may be at risk of child sexual abuse and exploitation, such as familial abuse, so-called ‘honour based’ violence, forced marriage, homophobic or transphobic abuse, etc. 	<p>Barnardo’s: It’s Not on the Radar</p> <p>The Children’s Society: Protecting 16–17 year olds</p> <p>The Children’s Society: South Asian Girls and Young Women and CSE</p> <p>Under Protected, Over protected: Supporting Young People with Learning Disabilities</p> <p>The Children’s Society: Gypsy, Roma, Traveller Resources (Film)</p>
<p>PERPETRATORS/ POTENTIAL PERPETRATORS*</p> <ul style="list-style-type: none"> ● All child sexual abuse and exploitation training should highlight the diversity of victims, perpetrators, and models of child sexual abuse and exploitation. ● The media should be engaged with to ensure that the diversity of victims, perpetrators and models of child sexual abuse and exploitation are reported on. This will help to gain a wider understanding of issues. 	<p>The Children’s Society: Gypsy, Roma, Traveller Resources</p> <p>Barnardo’s: Boys and Young Men</p> <p>Barnardo’s: LGBTQ resources</p> <p>Centre of Expertise: Practitioner Tools</p>

<p>FAMILIES AND COMMUNITIES</p>	
<ul style="list-style-type: none"> ● Further training and awareness is needed to highlight the vulnerabilities of marginalised groups to ensure identification, prevention, appropriate responses, and additional support. This can be incorporated into all existing training in relation to child sexual abuse and exploitation, and harmful sexual behaviour. ● Agencies must work with leaders in marginalised communities to ensure that there is support and understanding from within the community. ● Community members should be trained to become aware of child sexual abuse and exploitation, and harmful sexual behaviour, in order to champion the prevention of it within their community. 	<p>Azalea: FACES</p>
<p>SITUATIONS AND PLACES</p>	
<ul style="list-style-type: none"> ● Creative outreach approaches to engage with marginalised groups, or existing services engaging with those groups, must be developed. ● Connections should be made to engage with places, spaces, and situations where marginalised groups are present. ● Delivery of awareness-raising within community centres must be established, so that the community begins to recognise and build relationships with services that can assist them. ● All training materials and leaflets must be available in multiple languages and accessible formats, for example, easy-read and APP-based. ● Representatives from services for marginalised community members must be established. 	<p>BLAST: Mesmac Outreach</p>



RETURN HOME INTERVIEWS

AREAS FOR DEVELOPMENT

There is still a disparity in approaches to offering Return Home Interviews (RHIs), and sharing the information and intelligence gathered from them. A robust and comprehensive approach is needed to respond to children and young people who go missing.

There is a gap in independent RHIs being conducted for those who are taken into custody or are remanded in custody following a missing episode.

RECOMMENDATIONS

RESOURCES TO SUPPORT RESPONSE

**CHILDREN AND YOUNG PEOPLE AND PERPETRATORS/
POTENTIAL PERPETRATORS**

- Relevant preventative activity should be undertaken with children and young people to ensure that the risk of them going missing is minimised, and they are aware of the support and advice available to them.
- A robust and comprehensive approach is needed to respond to those who go missing. Responders should be aware that missing children are at increased risk of sexual and criminal exploitation, and should ensure that all information is appropriately understood and shared.
- RHI providers must have agreed processes for sharing intelligence with the police and local authority. The police and local authority should then have processes for analysing that data, and implementing both individual and strategic responses.
- The new National Missing Person's Register to improve responses to children who go missing across police force borders must be implemented. This acts as an intelligence tool to inform missing children investigations and improve the data about missing children at a national level.
- RHI commissioners and providers should consider the need for their services for children placed in their area by other local authorities. In these cases, appropriate reciprocal arrangements should be explored, where services are provided directly, and financial contributions are a second priority.
- Entry to custody can be a key window of opportunity to engage with a young person. Secure training settings should consider offering RHI-style intervention for all new children and young people placed with them, to address any safeguarding needs left unaddressed prior to custody, and to share intelligence with the responsible police force
- Children and young people must be involved in the commissioning and development of RHI services.

Missing People: [Return Home Interview Guidance](#)

The Children's Society: [National Missing Person's Register](#)

FAMILIES AND COMMUNITIES

- ◆ Parents and carers views, where appropriate and safe to do so, should be included in RHIs to ensure that a wider picture is sought, and additional information and intelligence is shared.



It just felt like nobody cared, and everyone was just horrible to me and I felt like I wanted to leave everything and just get out of it.

ROSIE



PERPETRATORS

AREAS FOR DEVELOPMENT

Potential and convicted perpetrators must be stopped from reoffending. Sexual perpetrators who believe online offending is harder to identify may use the internet to seek to engage children and young people in sexual communication. There must be awareness that public internet spaces are being used to minimise the possibility of detection.

Where perpetrators are rationalising abuse, further education and workshops are required to deal with this.

RECOMMENDATIONS	RESOURCES TO SUPPORT RESPONSE
<p>PERPETRATORS/ POTENTIAL PERPETRATORS*</p> <ul style="list-style-type: none"> ● The use of Stop It Now for self-reporting concerns must be promoted. ● A greater use of sexual risk orders (SRO) on those perpetrators who are deemed a risk, but have no conviction, must be encouraged. ● There must be investment in, and promotion of, materials and resources to outline the law, expectations and consequences of child sexual abuse and exploitation to perpetrators/potential perpetrators. ● There must be greater use of sexual harm prevention orders to facilitate greater control of convicted perpetrators who display risk. Orders can include perpetrators giving police access to their devices for examination. ● Victims must be protected by utilising Section 10 of Sexual Offences Act 2003 and the serious crime bill, ‘sexual communication with a child’, with consideration of modern slavery and trafficking offences. ● Training and workshops with perpetrators such as I-SOTP must be provided to deal with denial, helping perpetrators to understand the ‘ripple effect’, victim empathy, and that children are victims. ● Further community-based interventions must be put in place for perpetrators who have not been able to undertake rehabilitation work, due to the length of their sentence, to reduce their level of risk. ● Debriefing interviews must be undertaken with perpetrators in custody to build a greater picture of typology, motivation and methods, for analysis and to inform interventions. 	<p>Stop It Now: Self Reporting</p> <p>Internet Watch Foundation: Reporting Indecent Images Online</p> <p>Stop It Now: Reporting Adult Perpetrators</p> <p>Lucy Faithfull Foundation: Working with Offenders</p> <p>Stephanie’s Story: Sharing Indecent Images</p> <p>Marie Collins Foundation: Indecent Images Campaign</p> <p>South Wales Police: Operation Net Safe</p>
<p>CHILDREN AND YOUNG PEOPLE</p>	
<ul style="list-style-type: none"> ● There must be promotion of how children and young people can report images and videos of child sexual abuse. 	

FAMILIES AND COMMUNITIES

- Workshops and training for families to understand the risks posed to children and young people online should be put in place.
- Parents must understand their rights of disclosure under ‘Sarah’s Law’, possibly through information sessions, workshops, and/or leaflets.
- There must be promotion of how parents, carers and community groups can report images and videos of child sexual abuse.

SITUATIONS AND PLACES

- There must be further work with social media platforms to encourage better information sharing with the police.
- Public internet areas, such as libraries, fast food restaurants, etc, must be aware of the risks of child sexual abuse and exploitation being committed utilising their open internet.
- Child sexual abuse and exploitation awareness and prevention training, workshops, and/or leaflets should be provided so that staff in public internet spaces are able to spot inappropriate use of their equipment and devices, and know how to report concerns.
- There must be promotion of how public internet spaces can report images and videos of child sexual abuse.



CRIMINAL EXPLOITATION

AREAS FOR DEVELOPMENT

There is a concerning lack of understanding and identification of children and young people being trafficked for the purpose of criminal exploitation in relation to county lines and to other forms of modern day slavery.

In addition, there is a lack of understanding of the links between child criminal exploitation, and child sexual abuse and exploitation, including how this impacts a child or young person when the two intersect.

RECOMMENDATIONS	RESOURCES TO SUPPORT RESPONSE
<p>PERPETRATORS/ POTENTIAL PERPETRATORS*</p> <ul style="list-style-type: none"> ● Responses to suspected incidents of child criminal exploitation in relation to county lines should include: <ul style="list-style-type: none"> ○ Reporting to the police to ensure offences committed by perpetrators are investigated (for example, modern slavery and trafficking offences) ○ A referral should be made to Children’s Social Care, and child protection processes need to be followed. ○ A referral should be made to the National Referral Mechanism (NRM) directly. The police and children’s services are first responders, who are able to make this referral, however other agencies can and should support this referral to ensure it provides a full picture of the young person’s experience, to help the assessment. ○ RHIs should be conducted when a child returns home, and the intelligence following the interview should be shared. The use of Safe Call as an alternative should be promoted. ● Police, social care, youth offending, secure custody, education, and health professionals should be trained to identify, record, and respond to child criminal exploitation, primarily as a safeguarding issue. ● Police, social care, youth offending, secure custody, education and health settings may need to consider adapting their current arrangements, and reviewing their policies and protocols in relation to child criminal exploitation. ● Different models of interventions should be made available to support children and young people experiencing or at risk of child criminal exploitation. Expanding current child sexual exploitation services to offer support where appropriate should be considered, giving due consideration to the needs of children and young people who may be both victim and perpetrator—and the challenges this may present. 	<p>The Children’s Society: Criminal Exploitation Toolkit</p> <p>The Children’s Society Intelligence Sharing guidance</p> <p>National Crime Agency: County Lines</p> <p>University of Beds: Contextual Safeguarding Model</p> <p>ECPAT: A guide to the National Referral Mechanism</p> <p>Missing People: Safe Call</p>

<p>CHILDREN AND YOUNG PEOPLE AND PERPETRATORS/POTENTIAL PERPETRATORS*</p>	
<ul style="list-style-type: none"> Resources and materials for children and young people should be developed to raise awareness and understanding of child criminal exploitation. There must be a review of multi-agency approaches and processes, to ensure there is a clear safeguarding response to child criminal exploitation and modern day slavery concerns. 	
<p>FAMILIES AND COMMUNITIES</p>	
<ul style="list-style-type: none"> Parents must be made aware of the Safe Call service by Missing People Support for Families. Parents should be encouraged to engage in child protection processes, and supported to gather and share intelligence that may aid identification of child criminal exploitation perpetrators. 	<p>Missing People: Safe Call</p>
<p>SITUATIONS AND PLACES</p>	
<ul style="list-style-type: none"> Housing officers, estates managers and housing providers should be trained to identify trap houses and properties that have been cuckooed. They should be clear about processes for reporting, including expectations around intelligence sharing and working with the police to identify perpetrators. 	



BUSINESSES AND INDUSTRIES

AREAS FOR DEVELOPMENT

Business and industries such as hotels, B&Bs, transport companies, security companies, retail providers and hospitality staff should be equipped with the relevant knowledge and information to ensure that they can spot the signs of child sexual abuse and exploitation, and harmful sexual behaviour, and respond appropriately. There is also a need to raise awareness within wider transport providers and locations, such as railway networks, bus providers, petrol stations, and service stations.

Social media companies have been found to not always being proactive in the protection of children and young people, or in the reporting of perpetrators.

RECOMMENDATIONS	RESOURCES TO SUPPORT RESPONSE
<p>CHILDREN AND YOUNG PEOPLE AND PERPETRATORS/POTENTIAL PERPETRATORS</p> <ul style="list-style-type: none"> ● Intelligence guidance to support better information sharing must be introduced. ● Police must deliver covert and outreach operations in hubs and across transport networks, in partnership with VSOs. ● Where appropriate, children and young people should be involved in developing the local strategies to target awareness-raising and tangible preventative activity in business and the night time economy. 	<p>Prevention Programme: Practice Example: <u>Shopping Centre</u></p> <p>Practice Example: <u>Transport Networks</u></p> <p>Practice Example: <u>Dixons</u></p> <p>Barnardo's: <u>In Plain Sight</u></p> <p>Centre of Expertise: <u>CSE and the Night Time Economy</u></p> <p>Safer London: <u>Safeguarding in Public Places</u></p>
<p>FAMILIES AND COMMUNITIES</p> <ul style="list-style-type: none"> ● Awareness-raising should be undertaken across businesses and industries who may come in to contact with children and young people. 	
<p>SITUATIONS AND PLACES</p> <ul style="list-style-type: none"> ● Engagement with the Security Industry Authority must take place to ensure that all licenced workers undertake child sexual abuse and exploitation, harmful sexual behaviours, and child criminal exploitation training as part of their safeguarding. ● Transport hubs, shopping centres and businesses should consider training and appointing child sexual abuse and exploitation, and harmful sexual behaviours, champions to support colleagues and provide an SPOC within the setting to ensure continuous training, updating of tools, information and resources. 	

SITUATIONS AND PLACES CONT.

- There must be strategic targeting of businesses and services operating in the night time economy, such as transports services (including taxis), fast food outlets, hotels, B&Bs and private property rentals (such as Airbnb), accident and emergency services, and security service roles (such as door staff).
- There must be promotion of materials in public spaces about child sexual exploitation and harmful sexual behaviour, including information about appropriate support services.
- Shops selling devices such as computers and internet enabled phones to families should provide information about online safety.
- Licensing authorities should utilise existing legislation and guidance to shut down premises who are actively involved in, or facilitating any form of, exploitation.
- Social media companies should be lobbied to improve practice, including better information for children and young people about reporting abuse, adjusting privacy settings to 'on' as a default, turning GPS tracking 'off' as a default, and closing down loopholes that allow perpetrators to reopen new pages/channels after being shut down. Government must implement a Code of Practice for social media companies to sign up to, and hold those to account who do not adhere.



OUT-OF-SCHOOL SETTINGS

AREAS FOR DEVELOPMENT

There is a lack of understanding about child sexual abuse and exploitation, and child criminal exploitation, among professionals working with children in 'out of school' settings, such as sports, theatre, music, and dance clubs, faith groups, scouts, brownies, youth clubs, summer schools, National Citizen Service and Duke of Edinburgh.

RECOMMENDATIONS	RESOURCES TO SUPPORT RESPONSE
<p>CHILDREN AND YOUNG PEOPLE AND PERPETRATORS/POTENTIAL PERPETRATORS</p> <ul style="list-style-type: none"> ● Out of school venues and activity facilities should provide children and young people with a safe and supportive environment. ● Staff should have an awareness of child sexual abuse and exploitation, harmful sexual behaviours, and child criminal exploitation in order to spot signs and share concerns or information to the relevant authorities. ● Staff should understand intelligence sharing purposes and processes. ● Out of school settings can be instrumental in raising awareness of child sexual abuse and exploitation, harmful sexual behaviours, and child criminal exploitation amongst children and young people by including it in their activities and workshops. 	<p>Scouts and Guides: Engaging in CSE Training</p> <p>The Prevention Programme: Football Coaches Engaging in CSE Training</p>
<p>SITUATIONS AND PLACES</p> <ul style="list-style-type: none"> ● Out of school settings should ensure that all staff have a DBS check, be engaged in safeguarding training, and have an awareness of child sexual abuse and exploitation, harmful sexual behaviours, and child criminal exploitation. 	



CHILDREN AND YOUNG PEOPLE OUTSIDE MAINSTREAM EDUCATION

AREAS FOR DEVELOPMENT

Children and young people who are not engaged in mainstream education can become hidden from services and/or miss out on key education in relation to consent, sex, relationships, and abuse and exploitation.

Children and young people who are at risk of exploitation and are attending alternative education provisions, are on part-time timetables, or being home schooled, may be at increased vulnerability and risk.

In addition, a child or young person's post-exclusion safeguarding needs are often not considered prior to exclusion.

Children outside of mainstream education can include children and young people who are:

- Not in education, employment or training (NEET).
- In alternative education providers, for example, Pupil Referral Units (PRUs), Elected Home Education, private faith schools, or secure education settings.

RECOMMENDATIONS	RESOURCES TO SUPPORT RESPONSE
<p>CHILDREN AND YOUNG PEOPLE</p> <ul style="list-style-type: none"> Children and young people who are not engaged in mainstream education should have access to education and resources around child sexual abuse and exploitation, harmful sexual behaviours, and child criminal exploitation to enable them to recognise the signs, implement safety strategies and seek support. The local authority should be able to identify all those not in mainstream education, and have a strategy for ensuring they do not become hidden from services, including how they have access to education and/or support in relation to child sexual abuse and exploitation, harmful sexual behaviours, and child criminal exploitation. School exclusion decisions should consider and highlight needs in relation to child sexual abuse and exploitation, harmful sexual behaviours, and child criminal exploitation (both educational and risk based) and should be flagged with non-mainstream education providers. Non-mainstream education providers must assess and implement a plan to address the needs of incoming pupils in relation to child sexual abuse and exploitation, harmful sexual behaviours, and child criminal exploitation (both education and risk based). 	<p>Wales Elected Home Education: Home Education Protocol</p>
<p>FAMILIES AND COMMUNITIES</p> <ul style="list-style-type: none"> Where not already available, local authorities should implement a local protocol to address the needs of children who are not in mainstream education and are at risk of becoming hidden from services. 	

SITUATIONS AND PLACES

- Lesson plans and resources should be developed to cover child sexual abuse and exploitation, harmful sexual behaviours, and child criminal exploitation education for non-mainstream education provisions.
- Schools must be supported to look at alternative, trauma-informed alternatives to exclusion.
- Home education volunteers should access support and information in relation to child sexual exploitation, from the resources list provided.

Safe and Sound Group:
[Missing from Education](#)

Home Education UK:
[Information](#)



You don't really see the effect that grooming has on people, but by seeing it in front of you, you get to realise how it works.

MARNIE



LOOKED AFTER CHILDREN

AREAS FOR DEVELOPMENT

When a child is placed out of area, details of risk assessments and intelligence relating to the child and offending should be shared with the host local authority, however this is not happening consistently.

Looked After children should be given appropriate and supportive accommodation to ensure all of their needs are met. In addition, children placed out of area should be entitled to child sexual abuse and exploitation, or RHI support with their host local authority.

RECOMMENDATIONS**RESOURCES TO
SUPPORT RESPONSE****CHILDREN AND YOUNG PEOPLE AND PERPETRATORS/
POTENTIAL PERPETRATORS**

- All information relating to the child and young person, and perpetrator/potential perpetrator must be shared with care providers, even when placed out of area. Ofsted and CQC must determine whether clear processes for this exist and are implemented across police, social care, education and health.
- Looked after children should be engaged in their placement planning and review process.
- All commissioners, including local authority, police, and health commissioners, must insist on flexibility and capacity to support looked-after children who are placed out of area. This means children and young people, and placements, are supported by local and specialist services. This should also include RHIs provided by local providers where possible, as they will have local insight and intelligence pictures, offering a more timely response.

**FAMILIES
AND COMMUNITIES**

- Residential and foster placement providers, including Independent Fostering Agency providers, need to be trained on child sexual exploitation and abuse, harmful sexual behaviours, and child criminal exploitation, and other related multiple vulnerabilities, including trauma-informed ways of working.
- Residential and foster placement providers need to have agreed processes for sharing information, and must ensure all staff have an understanding of intelligence and information sharing processes.
- Supervising social workers must offer support and signposting to foster carers of children and young people affected by child sexual exploitation who are placed with them.

FAMILIES AND COMMUNITIES CONT.	
<ul style="list-style-type: none"> Virtual head teachers should attend child sexual abuse and exploitation MACE equivalent forums to input on strategic planning for looked-after children. 	<u>Parent Zone: Advice for Foster Carers</u>
SITUATIONS AND PLACES	
<ul style="list-style-type: none"> Care homes and residential settings must be allocated a local child sexual exploitation champion and PCSO / police officer. There must be clear guidance regarding the obligations on the placing local authority to advise the host local authority, health and education leads, and police forces of the concerns, details and risk assessments relating to the children and young people who are placed. A joint plan should be developed to manage ongoing risks and support for the child or young person. Regular contact must be maintained between authorities. 	



TRAUMA-INFORMED APPROACHES

AREAS FOR DEVELOPMENT

There is a general need for more robust and accessible therapeutic and/or mental health services for children and young people.

All interventions and services engaging with children and young people should be trauma-informed, taking into account direct trauma to the victim, as well as secondary or vicarious trauma to parents and professionals.

RECOMMENDATIONS	RESOURCES TO SUPPORT RESPONSE
<p>CHILDREN AND YOUNG PEOPLE AND PERPETRATORS/POTENTIAL PERPETRATORS</p> <ul style="list-style-type: none"> ● Therapeutic support for victims and perpetrators/potential perpetrators should be readily available, and waiting lists for accessing services should be addressed. ● Where CAMHs support is not accessible to children and young people affected by child sexual exploitation or harmful sexual behaviour, alternative interventions must be made available. ● Child sexual exploitation training should provide an increased awareness of trauma responses, trauma bonds and appropriate ways of responding to victims. ● Health, education, police, and children’s services should invest in training and adaptations to practice, to ensure that more trauma-informed approaches can be enacted. 	<p>The Children’s Society: Trauma-informed Approaches Toolkit</p> <p>University of Bedfordshire: Trauma-informed Approaches to Policing</p> <p>NBCI: ACEs and a Trauma-informed Approach</p> <p>Public Health Wales: ACEs</p> <p>Zoe Lodrick: Understanding Trauma</p>
<p>FAMILIES AND COMMUNITIES</p> <ul style="list-style-type: none"> ● Parent and Carers: Therapeutic support should be available for families of victims of child sexual abuse and exploitation. ● Siblings: Services, support and information should be made available to siblings of victims of child sexual abuse and exploitation, considering both their experience of direct and vicarious trauma as part of the whole family and contextual safeguarding approach. 	
<p>SITUATIONS AND PLACES</p> <ul style="list-style-type: none"> ● Clinical or reflective supervision must be made available for child sexual abuse and exploitation practitioners. 	

SITUATIONS AND PLACES CONT.

- Group reflective supervision should be held with child sexual abuse and exploitation teams.
- Case allocations should be reflective of the complex nature of child sexual abuse and exploitation. The need for a systemic and contextual approach to support and intervention should be considered.



“

I had so much hope and no idea what kind of trap had been laid for me.

PAUL



**16-18
YEARS +**

AREAS OF CONCERN

There is a lack of services for young people over 18 years old, or for those transitioning to adult services. This is paired with a lack of awareness of exploitation within 16–18 year olds.

There must be an increased awareness that sexual exploitation does not end when a child becomes an adult, and that perpetrators will target vulnerable adults as well as children and young people.

RECOMMENDATIONS	RESOURCES TO SUPPORT RESPONSE
<p>CHILDREN AND YOUNG PEOPLE AND PERPETRATORS/POTENTIAL PERPETRATORS</p> <ul style="list-style-type: none"> ● 16–18 year olds must be highlighted as a vulnerable group. ● Professionals must gain an increased awareness of the different forms of adult exploitation, providing a service to adults, and links to experience of exploitation during childhood. ● Services (particularly mental health or therapeutic services) for children and young people affected by, or at risk of, child sexual abuse and exploitation, must be able to provide support through the transition period into adulthood, and help young people engage with child sexual exploitation services by commissioning work to over 18s who continue to be affected by child sexual exploitation. ● Multi-agency working around the young person must be focused on, with effective and appropriate responses to age and individuals from both children and adult services. 	<p>The Children’s Society: Seriously Awkward</p> <p>NWG: Self-assessment Tool for 16–18 year olds</p>
<p>FAMILIES AND COMMUNITIES</p> <ul style="list-style-type: none"> ● Colleges, universities and education providers for over 16s should deliver training around child sexual abuse and exploitation, harmful sexual behaviour, and child criminal exploitation. This includes awareness-raising sessions and promoting services to their staff and learners. ● Awareness-raising with families and communities must take place, showing that child sexual exploitation also affects young people aged 16 to 18 years old, and can carry on into adulthood. This can be done using social media, through family support and other VSO and local authorities. 	

**SITUATIONS
AND PLACES**

- Awareness-raising should occur in places that young people aged 16 to 18 years old use, such as 16+ and Leaving Care teams, supported housing accommodation, shopping centres, leisure centres, sports centres, and colleges and universities. This should highlight that child sexual abuse and exploitation also affects young people aged 16 to 18 years old, and can carry on into adulthood. This can be done using social media and media sources and training for staff.
- Local authorities should review the use of unregistered placement providers for 16–18+ year olds, unless satisfied that they have appropriate training and safeguarding processes in place to support children and young people affected by child sexual abuse and exploitation.