

ASHGATE CROFT SCHOOL

CHILD SEXUAL EXPLOITATION (CSE) POLICY



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Introduction

Purpose

This policy has been developed in response to growing concerns about the scale of Child Sexual Exploitation (CSE) and the recognition that any child might be targeted for grooming and exploitation. This policy is intended to create a considered and consistent approach to dealing with and teaching Child Sexual Exploitation.

Young people with learning disabilities share many of the same vulnerabilities to CSE that are faced by all young people, but the evidence indicates that they face additional barriers to their protection, and to receiving support to address CSE.

The reasons for this are complex and appear to be entrenched in the way society perceives and treats young people with learning disabilities. Addressing the sexual exploitation of young people with learning disabilities requires fundamental changes in societal attitudes and approaches to how this group of young people are treated and supported.

Factors that play a part in the failure to recognise that young people with learning disabilities experience, and are at risk of, CSE include:

- The infantilisation of many young people with learning disabilities
- The social isolation of this group of young people
- Their lack of empowerment and voice
- The lack of access to information and education on sex and relationships
- False perceptions that young people with learning disabilities do not have the same needs, wishes and desires to have a relationship as all young people, and/or that they cannot be sexually exploited.

This guidance draws upon research, current initiatives being used in Derbyshire and a mix of risk assessments tools and resources and should be read in conjunction with:

- Keeping Children Safe in Education Statutory Guidance for Schools September 2016
- The schools Child Protection & Safeguarding Policy
- The schools on line safety policy

- “Unprotected, overprotected: Meeting the needs of young people with learning disabilities who experience, or who are risk of sexual exploitation. Barnardo’s/Childrens Society.

Aims

- To increase all staff’s awareness and understanding of Child Sexual Exploitation at Ashgate Croft
- To promote continuity and coherence across the school
- To provide a consistent approach to teaching Child Sexual Exploitation
- To increase awareness of the risk factors and warning signs of Child Sexual Exploitation
- To develop staff confidence to deliver Child Sexual Exploitation teaching
- To give our students the knowledge and understanding of themselves and their environment so that they can make informed choices and decisions
- To create an environment to meet the needs of the special educational needs of each student

Consent

In law, a child is a person under the age of 18. The age of consent to sexual activity is 16. Although children over the age of 16 are able to consent they may be victims of Child Sexual Exploitation.

What is Child Sexual Exploitation?

Child Sexual Exploitation is a serious issue affecting young people throughout the UK.

Child Sexual Exploitation is the abuse of children and young people, where the young person is being manipulated, coerced or forced into engaging in sexual activity.

As a form of manipulation, the young person may receive something – such as affection, a bed for the night, food, alcohol, gifts – from their abuser. The young person may also believe they are in a loving, consensual relationship, when in fact they are being exploited.

Grooming

Grooming is the process of ‘preparing’ a boy or girl for a sexual purpose. It is often subtle and a slow process which may continue for several weeks or months. It lulls the child into a false sense of security and always involves manipulation and deceit.

There are two types of grooming:

1. Street grooming that occurs in the community
2. On-line grooming which uses technology including the internet, mobile phone, social media etc

Procedures and Practice

All suspected or actual cases of CSE are a Safeguarding concern in which Child Protection procedures will be followed; this will include a referral to the police. If any staff are concerned about a pupil whilst undertaking any aspect of this work, they must refer to the Safeguarding Designated Lead/s within the School.

Teaching

The teaching of Child Sexual Exploitation must be embedded in the Personal, Social, Health and Economic education (PSHE) curriculum. Some students will receive tailored CSE teaching as well as within PSHE.

The updated Keeping Children Safe in Education September 2016 places a stronger emphasis of schools demonstrating evidence that they have the teaching of safeguarding in their curriculum.

From September 2014 the National Curriculum requires no discrete teaching of Personal, Social, Health and Economic education. Section 2 of 'The national curriculum in England; framework document' states that – "All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practise".

As a school we feel strongly that Personal, Social, Health and Economic education (PSHE) is an integral part of our curriculum and is highly beneficial to our students. The teaching of sex and relationship education is part of this and is very important. Therefore we are keeping the role of the subject as it is at present. See Curriculum Policy/PSHE policy.

What/When Child Sexual Exploitation is taught

Students who have an end of year target of P level 8 or below in PSHE or Entry level 1.8 in PSD (Personal and Social Development) are grouped as **level 1 for CSE**. Students who have an end of year target of P level 8 and above or Entry level 1.8 and above are grouped as **level 2 CSE**.

Each department has a long term plan in place for Personal, Social, Health and Economic education/Personal Social Development. Within the LTP for PSHE, the content for level 1 and level 2 CSE is highlighted.

- For those students grouped as level 1 (please see above) they will receive the planned PSHE units on the long term plan.
- For those students grouped as level 2 (please see above) they will receive the planned PSHE units plus additional CSE activities. These additional activities will be based on the PSHE topic for example relationships, keeping myself self or being in the community.

See long term plans for Primary, Middle School and Upper School.

Teachers are responsible for completing Medium Term Planning on the school format each term and a Short Term Planning sheet each week. Teachers use the Primary and

Secondary Schemes of Work and OCR units to inform all Medium and Short Term Planning.

All staff receives regular, concise termly feedback on Medium Term Planning from the Personal, Social, Health and Economic education subject leader.

Students will receive CSE teaching, at an appropriate level at least once an academic year. If a situation arose related to individuals/groups and teachers felt that more CSE teaching is required then this will be taught during that term and for as long as required.

Tailored CSE lessons will also be delivered to students who have been identified as needing more specific information and support. These students will have been identified using the risk assessment checklist in place within school. This checklist identifies students who are more vulnerable to be at risk of Child Sexual Exploitation and is completed by the class team at the beginning of each full term. For students functioning below P3ii the risk assessment is not applicable.

The checklist consists of a set of questions related to the individual and CSE. The aim of the check list is to ascertain the individual student's knowledge, understanding and experience in relation CSE and how to keep themselves safe. The risk assessment includes questions about sex and relationships, use of the internet, social media, accessing the community, understanding of appropriate social interactions and consent.

The class staff will use their knowledge of the individual student and their professional judgement to answer the questions. There are 3 option of yes/no/maybe and depending on the answers staff will then identify those vulnerable students requiring tailored CSE teaching.

The lessons will be delivered either individually or in small group settings and will be specific sexual exploitation teaching. The teaching can be either one lesson or a programme of lessons. The activities for lessons are not presented as a scheme of work but they can be built upon. The teacher delivering the activities will use their professional judgement as to how much information is given to the pupils. This is due to the vulnerability of our pupils and their understanding.

When teaching CSE there isn't a scheme of work to follow as it is not appropriate. The teachers will plan lessons based on the PSHE topic and resources for CSE are being developed and at present they include information and guidelines from NSPCC, Safe and Sound, Thinkuknow, CEOP and Barnardo's

Resources

There is now a resource bank to assist staff but with an expectation that staff add to the bank of resources to be shared. This will on line and continually added to. The resources will need prior approval from the CSE subject leader. The following are endorsed resources (Derbyshire Childrens Safeguarding Board):

- NSPCC
- Barnardo's (Alright Charlie)
- CEOP (thinkuknow)
- Safe and Sound Derby

Students may access drama workshops such as Chelsie's Choice and join into joint police, health and Childrens safeguarding services initiatives e.g. Say Something if you see Something, Kayleigh's love Story.

On-line safety

Throughout the teaching of Child Sexual Exploitation staff must make students aware of on-line safety. As one of the ways children can be exploited is on-line then it is essential students are taught how to stay safe on the internet. See On-line Policy/Computing Policy.

Agreed procedures for Child Sexual Exploitation

- All the Personal, Social, Health and Economic education teaching including Child Sexual Exploitation is broad and balanced and differentiated by teachers to ensure that students' individual needs and abilities are met.
- All tailored Child Sexual Exploitation teaching is specific to the individual and is presented in a way appropriate to the pupil.
- Students access the learning through a variety of ways individual to their needs and abilities.
- ICT is used to assist in the teaching of Child Sexual Exploitation for example the use of communication aids; switches; DVDs, computer programmes, online sites and games.
- The school has a large resource bank for all curriculum subjects including PSHE and they are located in a central resource area. The school are committed to updating the Personal, Social, Health and Economic education resources. It is the subject leader's role to request funds for the purchase of resources. Annually teachers are asked to fill in a questionnaire regarding resources for PSHE, including CSE, to assess if there are any resources required.
- An audit of resources is done annually.
- The school has a Designated Safeguarding Lead and they should be kept updated about the delivery of CSE in the school and any issues, any concerns should be referred to them.
- The school has a nurse based fulltime on site. She has valuable knowledge and experience and is available for support for staff, students and also Parent/Carers.
- The school also has the support of outside agencies including LD-CAMHS and Derbyshire Children's Health Service (DCHS).

Assessment

For Personal, Social, Health and Economic education -

Across school teachers complete learning outcome sheets to assess and monitor pupil progress with in lessons/ blocks of work. Throughout the year the Personal, Social, Health and Economic education subject leader moderates work from all classes in school and teachers take part in moderating each other's levelling of work in order to ensure consistency in assessment. Personal, Social, Health and Economic education data is analysed 3 times a year by the assessment co-ordinator and fed back to the subject co-ordinator. In addition to this:

- In Key Stage 1, 2, and 3 Personal, Social, Health and Economic education is assessed through regular teacher assessment and B-squared 3 times a year.

- In Key Stage 4 and 5 pupils are assessed through regular teacher assessments and students complete work towards a different OCR unit each year, which is sent away for external moderation.
- PMLD students are assessed against the MSI and PMLD Assessments.

For Child Sexual Exploitation –

Class teachers delivering the teaching will keep a record of the what has been taught, the outcomes and also assess the students understanding, their responses to the activities and will record these in depth. From these assessments the class teacher will then, depending on the individual pupils understanding, either revisit the outcomes or develop the Child Sexual Exploitation teaching further. The lead for CSE will receive a copy of the planning and assessment sheets.

Role of the Subject Leader

- To keep up to date with government initiatives related to Child Sexual Exploitation.
- To participate in relevant training to support a broad knowledge of Child Sexual Exploitation across all ages and abilities in school.
- To provide training for staff to enhance their knowledge and confidence in delivering Child Sexual Exploitation.
- To work with staff to discuss support they may need and resources required.
- Monitor planning and assessment of Child Sexual Exploitation.

Parental Involvement

The role of Parent/Carers within Child Sexual Exploitation is essential. For the more tailored CSE teaching then the Parent/Carers will be invited into school to learn, discuss the activities and also to agree to support their child at home if any issues/questions arise.

Parent/Carers will be informed via a letter when their child will be receiving any form of CSE teaching.

A Parent/Carers forum on CSE will be held bi-annually.

Diversity

Research identifies a clear need for further consideration and exploration of diversity issues among young people. This will better meet their needs and ensure that they do not remain particularly vulnerable to CSE as a result of being hidden. Data illustrated that consideration should be given to:

- Addressing the lack of referrals of young people with learning disabilities from black and minority ethnic communities to specialist CSE services.
- Addressing the challenges relating to the recognition that boys and young men with learning disabilities are at risk of being, and are being, sexually exploited.
- Meeting the needs of young people with learning disabilities in relation to sexual identity, sexuality and sexual orientation ensuring that girls and young women with ASC are not overlooked.

Equal Opportunities

All students in school, irrespective of age or ability have access to a curriculum which is differentiated to meet their individual needs. The school's Equality policy should be consulted. All teachers should ensure that their practice reflects the Equality policy.

Link to other Policies

- Safeguarding
- PSHE
- Sex and Relationship
- Equality
- On-line Safety
- Curriculum Policy

Monitoring of the policy

Monitored by the Subject Leader.

REFERENCES

- National Curriculum
- Primary and Secondary Long Term Plans
- 5 year rolling programme for Upper School
- Child Sexual Exploitation risk assessment checklist
- UN convention of the rights of the child – www.unicef.org.uk/crc/op
- Derby City & Derbyshire Safeguarding Childrens Board
- "Unprotected, overprotected: Meeting the needs of young people with learning disabilities who experience, or who are risk of sexual exploitation
- Barnardos/Childrens Society.
- DSCB Briefing Not Offence of Sexual Communcation with a Child 2017
- DFE CSE Guidance Core Document 13.02.2017
- DFE Child sexual exploitation: definition and guide for practitioners (February, 2017).

Children's Rights

Taken from the UN conventions of the rights of the child within Child Sexual Exploitation the children's rights which are developed are:

Article 12 - Children have the right to say what they think.

Article 13 – Children have the right to freedom and expression.

Article 16 - Children have a right to privacy.

Article 17 – Children have the right to access information via mass media.

Article 19 – Children have the right to protection from all forms of violence.

Article 23 - Children who have any kind of disability have the right to live full and independent lives.

Article 28 - All children have the right to education.

Article 29 - All children have a right to an education which should develop each child's personality, talents and abilities to the fullest.

Article 34 – All children have the right to be protected from sexual exploitation.

Article 36 – All children have the right to be protected from forms of exploitation.

Our students have the right to access CSE teaching to ensure they have knowledge of how they can keep themselves safe and what are healthy relationships. As a school we place an emphasis of pupil voice and it is vital that as a school we provide opportunities for our students to discuss, ask questions and express their views in relation to CSE.