



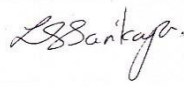
THE ST. BART'S  
ACADEMY  
— TRUST —

## Child Sexual Exploitation (CSE) Policy

April 2023

# The St. Bart's Academy Trust

## Child Sexual Exploitation (CSE) Policy

|                                 |  |   |
|---------------------------------|--|---|
| <b>Produced Date:</b>           | <b>April 2023</b>  |   |
| <b>Approved by Trust Board:</b> |  | <b>Lisa Sarikaya</b><br>Chief Executive Officer |
| <b>Review Date:</b>             | <b>April 2024</b>  |   |

| Date       | Section Amended    | Signature |
|------------|--------------------|-----------|
| 18/05/2023 | Updated April 2023 | S. Cope   |
|            |                    |           |
|            |                    |           |
|            |                    |           |
|            |                    |           |
|            |                    |           |



## Contents

|  |    |
|--|----|
| Statement of intent .....  | 4  |
| 1. Legal Frameworks .....  | 5  |
| 2. Definitions .....   | 5  |
| 3. Roles and Responsibilities .....  | 6  |
| 4. Staff Training .....  | 6  |
| 5. Indicators of CSE .....   | 7  |
| 6. Effects of CSE .....  | 8  |
| 7. Consensual and non-consensual sharing of indecent images and videos ..... | 8  |
| 8. Online Safety .....   | 9  |
| 9. Relationships and Sex Education: .....                                    | 10 |
| 10. Working with Parents .....   | 10 |
| 11. Reporting and Referrals .....  | 11 |
| 12. Providing Support .....  | 12 |
| 13. Monitoring and Review .....  | 12 |
| 14. Useful Contacts and Links .....  | 12 |
| For pupils .....   | 12 |
| For parents .....  | 13 |
| For teachers.....  | 13 |

## Statement of intent

St. Bart's Multi-Academy Trust strives to ensure the safety and wellbeing of all pupils across its Academies. To effectively achieve this, staff members in each Academy must safeguard and protect children against Child Sexual Exploitation (CSE).

This policy outlines the Academy procedures for preventing, managing and reporting cases of CSE.

The responsibilities of staff members in relation to safeguarding and protecting children are outlined; including those in relation to the Principal, DSL (Designated Safeguarding Lead) and the Local Governing Committee.

In order to effectively implement this policy and ensure the necessary control measures are in place, parents are responsible for working alongside the Academy to identify concerns and potential risks, to ensure the health and safety of their children.

## 1. Legal Frameworks

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- Sexual Offences Act 2003
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018 The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'

## 2. Definitions

CSE is defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity, for either, or both, of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or increased status of the perpetrator or facilitator
- Through violence or threat of violence.
- A child can be being sexually exploited even if the sexual activity appears consensual.

Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice.

### **Child Sexual Exploitation:**

- Can affect anyone under the age of 18, including 16 and 17-year-olds who can legally consent to having sex – some children may not realise they are being exploited, e.g., they believe they are in a genuine romantic relationship.
- Can take place in person, through the use of technology or a combination of the two.
- Can involve both contact (penetrative and non-penetrative acts) and non-contact sexual activity.
- Can involve force and/or enticement and may involve violence or threats of violence.
- Can occur without the child's knowledge (e.g., through the sharing of videos or images they have created and posted online).
- Can be perpetrated by males or females, children or adults, individuals, or groups.
- Can involve one-off occurrences or regular incidents.
- Can be opportunistic or complex and organised.

- Normally involves a power imbalance in favour of the perpetrator. Age is the most obvious imbalance, but it can also be due to other factors such as gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

If sexual gratification, or exercising power and control, is the only motive of the perpetrator, this would not normally constitute CSE, but will be responded to as a different form of child sexual abuse and dealt with in line with the Child Protection and Safeguarding Policy.

### 3. Roles and Responsibilities

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play and all Academy staff will undertake their responsibilities with due diligence to this policy and all safeguarding and child protection policies.

The **Local Governing Committee** has a duty to:

- Ensure that the Academy complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures, and training opportunities in the Academy relating to CSE are effective and compliant.

The **Principal** has a duty to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the Local Governing Committee, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Ensure staff have a sufficient awareness of the signs and indicators of CSE, and how to manage potential cases.

The **DSL** has a duty to:

- Secure access to CSE related resources and attend any relevant training courses.
- Ensure that staff members receive safeguarding training, including that in relation to CSE, on a regular basis

**Other staff members** have a responsibility to:

- Follow the procedures outlined in this policy and the school's other policies relating to safeguarding and child protection.
- Understand and recognise the signs of CSE.
- Read Annex B of KCSIE if they work directly with pupils, which contains additional information on CSE.

### 4. Staff Training

All staff members will undergo safeguarding and child protection training at induction, which will be regularly updated as required, but at least annually or whenever there is a change in legislation.

Where appropriate, training sessions will be provided to parents to help combat CSE at all levels within the Academy community.

When planning training, the DSL and Principal will take the context of the Academy into consideration, ascertaining whether there are specific issues which need to be addressed as a priority.

During staff training, the following issues will be addressed:

- Warning signs and indicators of CSE
- The different forms of CSE
- Pupils most at risk of CSE
- Protecting and supporting pupils
- Procedures for reporting suspected cases of CSE
- Information sharing protocols
- Facilitating conversations with pupils and parents about CSE

All staff members will be trained to respond to concerns in ways that are:

- Child-centred.
- Developed and informed by the involvement of the child's family, where appropriate.
- Responsive and pro-active.
- Relationship-based.
- Informed by an understanding of the complexities of CSE.

## 5. Indicators of CSE

Staff members will be aware of the pupils most at risk of being sexually exploited, including vulnerable pupils, excluded pupils and pupils with SEND.

All staff members are aware of the warning signs of CSE and will look out for the following indicators:

- Being secretive
- Acting withdrawn and isolated
- Acquiring money and goods without sufficient justification
- Unexplained school absences
- Staying out late or going missing
- Consuming alcohol or drugs
- Acting hostile or aggressive
- Associating with gangs
- Displaying inappropriate sexualised behaviour for age
- Developing relationships, particularly of a sexual nature, with a significantly older person
- Having older boyfriends or girlfriends
- Changing their physical appearance
- Changes in emotional wellbeing
- Acting in a defensive manner

- Becoming involved in petty crime
- Lack of participation in education
- Self-harming or displaying significant changes in emotional well-being
- Having physical injuries without plausible explanation
- Suffering from sexually transmitted infections or become pregnant
- Trying to conceal marks or scars on their body
- Refusing to uncover parts of their body
- Entering or leaving vehicles driven by unknown adults
- Having a lack of positive relationships
- Using the internet and social media in a manner which causes concern
- Associating with other young people involved in exploitation

## 6. Effects of CSE

CSE can have long-lasting effects on a child and the Academy is committed to early identification to reduce these effects.

All staff members will be made aware of the effects and signs of CSE in order to aid early identification.

Staff members are aware that CSE can affect every aspect of a child's life, including, but not limited to, the following:

- Physical wellbeing
- Mental health
- Education
- Employment prospects
- Family relationships
- Social relationships, as children and as adults
- Their relationship with their own children in the future

## 7. Consensual and non-consensual sharing of indecent images and videos

The Academy will ensure that staff are aware to treat the consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual images) as a safeguarding concern.

The consensual and non-consensual sharing of indecent images and videos does not include the sharing of sexual photos and videos of those under the age of 18 with or by adults. This is a form of child sexual abuse and must be referred to the police.

Sending and receiving sexually explicit messages or images is a serious offence and is often a primary method utilised by CSE offenders to communicate with victims.

The sharing of nudes and semi-nudes will be handled as a child protection issue in line with the Child Protection and Safeguarding Policy.



As part of their training, staff members will be able to identify instances of sexting and will be made aware of the necessary procedures to follow and the need to inform the DSL immediately if they are made aware of any such incidents.

The dangers of sexting will be taught alongside CSE in the PSHE (Personal Social and Health Education) curriculum, in order to convey to pupils how the two are linked and why they are dangerous.

Pupils will be made aware that, regardless of age, the police consider sexting amongst people under the age of 16 a criminal offence.

Parents will be informed via letters home and parent meetings about the dangers of sexting and the appropriate safety measures to be implemented.

## 8. Online Safety

Online safety is embedded throughout the curriculum, with teaching always made appropriate to pupils' ages and developmental stages; however, it is particularly addressed in the following subjects:

- RSE
- Health education
- PSHE
- Citizenship
- Computing

Pupils are taught the underpinning knowledge and behaviours that can help them to navigate the online world safely and confidently regardless of the device, platform, or app they are using.

The underpinning knowledge and behaviours pupils learn through the curriculum include the following:

- How to evaluate what they see online
- How to recognise techniques used for persuasion
- Acceptable and unacceptable online behaviour
- How to identify online risks
- How and when to seek support

The Academy recognises that, while any pupil can be vulnerable online, there are some pupils who may be more susceptible to online harm or have less support from family and friends in staying safe online, e.g., pupils with SEND and LAC. Relevant members of staff, e.g., the SENDCO and designated teacher for LAC, will work together to ensure the curriculum is tailored so these pupils receive the information and support they need, and the DSL will be involved with the implementation of the Academy's online safety curriculum.

Through training, all staff members will be made aware of the following:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online
- The procedure to follow when they have a concern regarding a pupil's online activity

Further information regarding the Academy's approach to online safety can be found in the Online Safety Policy.

Where pupils need to learn online from home, the Academy will support them to do so safely in line with the Acceptable Use Policy including Remote Online Learning Policy.

## 9. Relationships and Sex Education:

Pupils will be taught about CSE in line with the Academy's Relationships and Sex Education Policy.

CSE will be addressed as part of a wider programme of work regarding relationships and sex education (RSE), as well as part of PSHE.

The Academy is dedicated to delivering these programmes of work with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

The Academy understands that the teaching of some aspects of the programmes may be of concern to parents; therefore, parents will be involved in the curriculum planning process, ensuring that what is taught and how it is taught does not cause distress to parents or pupils.

Pupils will be made aware of the dangers of CSE, along with how to spot the signs and symptoms of CSE. The DSL will work in conjunction with the RSE/PSHE subject leader to ensure that age-appropriate lessons are devised.

Teachers will consider the feelings of pupils who may have been traumatised by similar incidents in their past when teaching about CSE.

Sensitivity will be given to the age and cultural background of pupils.

Where possible, CSE education will build on existing topics that pupils may already be aware of.

Only age-appropriate topics will be taught.

Throughout every year group, age-appropriate resources, such as diagrams, videos, books, games, discussion and practical activities, will be used to assist learning.

Teachers understand that they may need adapt their planning of work in order to appropriately deliver the programme to pupils with SEND.

## 10. Working with Parents

The Academy will ensure that parents:

- Understand the risks of CSE and recognise that the issue is something that could affect their child.
- Understand that CSE can occur both online and offline.
- Know the warning signs of CSE.
- Know how to report any concerns that they may have.
- Know where to go for support if their child has been the victim, or is the suspected victim, of CSE.
- Are reassured that a range of services will, as appropriate, work with them to try to protect their child.
- Can access support to manage the emotional impact of CSE on their child and themselves.
- Can access support that is tailored to their specific circumstances, e.g., support that recognises culture or faith.

Parents will be provided with the contact information of relevant services and outside agencies via letters home and the school website.

Parents will be made aware of whom to report concerns to within the school, via information posted on the Academy website.

Parents' concerns will always be listened to and taken seriously.

Parents will be consulted regarding the content of pupils' RSE, including that in relation to CSE, and their views will be listened to and valued.

The Academy respects the legal right of parents to withdraw their child from all or part of the RSE programme, including that regarding CSE, except for the statutory parts included in the science national curriculum.

## 11. Reporting and Referrals

If a member of staff has any concern about a child's welfare, or suspects that a pupil is at risk of, or has been the victim of CSE, they will act on them immediately by speaking to the DSL or a deputy.

All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in the Child Protection and Safeguarding Policy. The DSL will provide staff members with clarity and support where needed. Where staff have concerns about CSE or an allegation is made about another member of staff, this should be reported to the Principal. If there is a conflict of interest in reporting the matter to the Principal, it should be reported directly to the LA designated officers (LADOs).

In all cases, the reporting and referral process outlined in the Child Protection and Safeguarding Policy will be followed accordingly.

If a pupil is in immediate danger, a referral will be made to CSCS and/or the police immediately.

When making a referral to CSCS or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, to ensure the wellbeing of the pupils involved.

The DSL will work closely with the police to ensure the Academy does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.

The Academy will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by CSCS.

Where CSCS decide that a statutory investigation is not appropriate, the Academy will consider referring the incident again if it is believed that the pupil is at risk of harm.

Where CSCS decide that a statutory investigation is not appropriate and the Academy agrees with this decision, the Academy will consider the use of other support mechanisms, such as early help and pastoral support.

At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so. The Academy will ensure that the pupil's wishes are always considered, and that there are systems available for pupils to provide feedback and express their views.

Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm.

The Academy will work closely with parents to ensure that the pupil, as well as their family, understands that the arrangements in place, such as in-school interventions, are effectively supported and know where they can access additional support.

All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL and recorded on CPOMs.

When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed.

All safeguarding and child protection concerns, including those in relation to CSE, will be dealt with in line with the procedures outlined in Academy policies, most notably the Child Protection and Safeguarding Policy.

## 12. Providing Support

Staff members will undergo safeguarding training on at least an annual basis so that they can fully understand the needs of a pupil that has experienced CSE and provide effective support.

Staff members will build trusting relationships with pupils which reinforce positive relationships.

Pupils will be reassured that they can talk to staff members if they feel unsafe.

A listening culture within the Academy will be actively promoted by all staff members.

Mentors will be allocated to pupils who have experienced CSE, and frequent contact will be maintained in order to develop a trustworthy and consistent relationship.

## 13. Monitoring and Review

This policy is reviewed **annually** by the Trust.

Any changes made to this policy will be communicated to all members of staff and parents.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

The effectiveness of this policy will be monitored and evaluated by all members of staff. Any concerns will be reported to the Principal immediately.

## 14. Useful Contacts and Links

### For pupils

#### Think U Know

This website includes different sections designed for children and young people aged 5-7, 8-10, 11-13 and 14+, ensuring that children and young people are taught about CSE using the appropriate resources and terminology for their age. For more information, visit: <https://www.thinkuknow.co.uk/>

#### CEOP

This national crime agency website can be used to make a report when a child is worried about online sexual abuse or the way someone has been communicating with them online. For more information, visit: <https://ceop.police.uk/safety-centre/>

#### CSE the Signs

Within this website there is a specific section designed for teaching children about CSE, including in relation to spotting warning signs, developing healthy relationships, staying safe, getting help and busting CSE myths. For more information, visit: <http://csethesigns.scot/young-people/>

## For parents

### Parents Protect!

A child sexual abuse awareness and prevention website created by the child protection charity Lucy Faithfull Foundation and Stop it Now! Campaign. This site provides information on CSE and where to get help, as well as a list of useful contacts. For more information, call 0808 1000 900 or visit:

<https://www.parentsprotect.co.uk/home.htm>

### CSE the Signs

Within this website there is a specific section designed for parents regarding recognising the signs of CSE, keeping your child safe online and how to access help and support for your child. For more information, visit:

<http://csethesigns.scot/parents/>

### Safe and Sound Group

This organisation fighting CSE has created a parent support resource pack providing various sources of useful information regarding supporting a child who is a victim of CSE. For more information, call 01332 362 120 or visit: <http://safeandsoundgroup.org.uk/help-support/parentscarers/parent-support-pack/>

## For teachers

### Think U Know

This website includes a section specifically designed for teachers which provides information about CSE, advice about teaching children about CSE and a resource library with materials suitable for both primary and secondary aged children. For more information, visit: <https://new.thinkuknow.co.uk/professionals/>

### It's Not Okay

A CSE related website reinforcing the duty of school staff and the role that schools play in the protection of children and prevention of CSE. For more information, visit: <http://www.itsnotokay.co.uk>

### ChildNet

This online safety website has an area specifically designed for teachers, providing numerous resources to use within the classroom to teach children how to use the internet safely. For more information, visit:

<https://www.childnet.com/teachers-and-professionals>



# THE ST. BART'S ACADEMY

— TRUST —

St. Bart's Multi-Academy Trust  
c/o Belgrave St. Bartholomew's Academy,  
Sussex Place, Longton, Stoke-on-Trent, Staffordshire, ST3 4TP  
[www.sbmat.org](http://www.sbmat.org) T: 01782 486350

