The Role of Schools in Identifying, Preventing and Addressing Child Sexual Exploitation

Michele Lambert Inclusion Manager New River College
- Effectively educating students on consent and healthy relationships
- Implementing a whole-school approach: Ensuring staff are able to identify and address early indications of CSE
- Working in partnership with local authorities and the police to tackle exploitation
- Utilising peer-to-peer advice to educate pupils about child sexual exploitation

Children will disclose more readily so schools, police and local authorities need to be prepared for larger safeguarding caseloads
The Office of the Children’s Commissioner 2013 inquiry showed that **young people do not always recognise non-consensual sexual situations including rape.**

Children had not developed the appropriate language to use, the confidence to describe unwanted behaviours.

They did not always know what unwanted or inappropriate behaviours were and who to go to for help.

The OCC confirmed the need for this to be taught in all schools as part of universal prevention.

"In secondary schools ... too much emphasis was placed on 'the mechanics' of reproduction and **too little on relationships, sexuality, the influence of pornography on pupils' understanding of healthy sexual relationships, dealing with emotions and staying safe.”**

(Ofsted, 2013)

“**At Brook we see far too many young people who don’t know if they had sex and don’t know if they want sex.** Some young people are telling us **they are having sex that is both emotionally and physically unsatisfying.** Many do not feel pride in, or control of, their bodies. Brook still sees young people who are **embarrassed and ashamed of themselves, and are worried that the adults in their lives will judge, condemn and in some cases hurt them if they are open about their sexuality and their sexual activity.”**

(Strategic framework p9)
Should PSHE / SRE be statutory?

- PSHE/SRE education in schools should respond to students needs e.g. School statistics on sexual and homophobic bullying, exclusion, ethnic / religious diversity, teenage pregnancy, discrimination, crime rates and incidences.
- Not all schools are the same. **If a priority is tackled then a school with gaps in the other aspects of a curriculum may be doing well or better.**
- Local authorities, schools and sector organisations need the flexibility to work on local priorities and be innovative.
- Inspection regimes should question the schools priorities for PSHE and SMSC.
- Progress and evidence of impact is essential there should not be a formula for all.

Every teacher should be a teacher of PSHE and SRE
The effectiveness of leaders’ and governors’ work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism and what the staff do when they suspect that pupils are vulnerable to these issues.

Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns.

Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan. E.g. ensure that schools and the local authority cross-reference absence information with risk assessments for individual children and young people.

What preventative programme are in place that enable students to learn about safety and risks in relationships?

“We have found that strong leadership makes a huge difference. Those areas where there was clear direction and a collective will to tackle this issue did well by their vulnerable children.”

Eleanor Schooling, Ofsted Director for Social Care
Accountability

• The trend has been for a reduction in teaching of PSHE / SRE in schools
• English, Maths, Science and EBacc subjects are the priority and schools have tried to find ways of managing curriculum models that enable greater success in those subjects at the same time as good quality personal, social and health education.

Head teachers and schools need to define their priorities

What learning must be in place to safeguard students in your local area?
Child sexual exploitation, Sexting, Cyberbullying, Pornography, Consent, Sex and the Law, Sexual Bullying, Healthy and unhealthy relationships, Domestic Violence, Guns and knives activity, substance misuse, radicalisation, Forced marriage, FGM, Access to services, Body changes and image, Sexuality, Pregnancy, VAGW worldwide, risks associated with water, fire roads and railways.....

Activity – You are a Head teacher.
With limited teaching time what would you suggest head teachers in your local area need to make sure is part of the curriculum?
The students wanted to ask their MP what the government was doing about FGM

www.writetothem.com

Working in partnership with local authorities and the police to tackle exploitation
Teachers and tutors need to be prepared for teaching sensitive issues.

The school became aware and included FGM and forced marriage when training on safeguarding issues.

A few tutors raised immediate concerns about having support through materials and training.

Training staff to identify early signs of CSE
Utilising peer-to-peer advice to educate pupils
Working in partnership with local authorities and the police to tackle exploitation
High schools to tackle forced marriages thanks to new education pack

17.29, 14 DECEMBER 2011 | BY MANCHESTER EVENING NEWS

The issue of forced marriage will be tackled by schools across the UK with the first-ever national education resource dedicated to the issue. International children's charity Plan UK is providing thousands of secondary schools with a groundbreaking animated film and learning plan - The Right to Say No.

Pupils from Hornsey School for Girls discuss Plan UK's learning pack on early and forced marriage
### Scene one

Sophia is 14 years old. She lives with her mother and her mother's boyfriend Linton. They have two children together: Sean, who is two, and Emma, who is seven months old. Sophia doesn't get on at all with Linton and they often argue. She feels like her mum always takes Linton's side, which really upsets her. Sophia used to be very close to her mum, but since Linton's been around she feels like she can't trust her anymore. Sophia's mum seems to spend all her time with Linton, Sean and Emma. Sophia feels she is in the way.

Sophia finds it hard to fit in at school. She is shy and doesn't think she is as pretty as the other girls. Sophia feels like she has to work hard to impress people, so they'll accept her. Sophia wishes boys fancied her like they do the other girls.

Jake, who lives round the corner near the shops, often speaks to Sophia and is nice to her. He is 22 years old and good looking, Jake has a nice car and sometimes gives Sophia a lift, which really impresses the girls at school. Sophia finds Jake easy to talk to and feels he understands her when she tells him what's going on at home. Jake tells Sophia she can listen to some of his music online on his profile and that he'd love to get her singing on some of his tracks. Jake invites Sophia to a club he is playing at and offers to put her name on the guest list.
Normalising the use of condoms and using sexual health services

Working in partnership with local authorities and the police to tackle exploitation
Sanna Year 11 noted that there had been no prosecutions for FGM in the UK and that people were ‘getting away with it’ by sending their daughters abroad to be ‘cut’. She asked the government to consider changing the law so parents could be prosecuted for a ‘failure to act to protect’ their child.

Sheniz Year 10 asked if the government would do more preventative work internationally challenging discriminatory attitudes such as the idea that it is ok to beat your wife if she ‘disobeys’.
CSE - Protective factors

• Knowledge of healthy relationships

• Strong self-esteem

• Awareness about consent
  “A person consents if he/she agrees by choice and has the freedom and capacity to make that choice”

Section 74, sexual Offences Act:2003

• Awareness and trust in support services
CONSENT CONFERENCE

FRIDAY 29TH JAN 2016

OPENING TALK AND REFRESHMENTS IN THE LIBRARY 3:15-3:45

WORKSHOPS AND ACTIVITIES 3:45 ONWARDS

SIGN UP ON THE HORNSEY WEBSITE!

CONSENT

To make a mutual, voluntary, informed decision between clear-minded, of age participants before ANY and EVERY sexual act.
Students made a video that they sent to other schools to encourage them to teach about sex and consent.
Tea and consent

Consent is everything
Video: Tea and Consent
http://www.consentiseverything.com/

We've looked at this in class and found it is an interesting and helpful way of thinking of consent.
Contracting

- Set out ground rules with students as a starting point for teaching sensitive issues.
- Always behave on the assumption there is a young person with experience of CSE in the class.
- Anonymous question boxes and anonymous surveys can be used to identify what currently concerns pupils about sex and relationships, and what they think they need to know about.
- Agree language you will use to describe issues as they come up in lessons. Avoid words that indicate judgement; e.g. use ‘natural’ rather than ‘normal’ when referring to genitalia.
- Avoid stating that something is ‘wrong’ instead use ‘harmful’ or ‘illegal’.
- Avoid shock tactics and imagery and explicitness which may traumatise or re-victimize e.g. newspapers use words such as barbaric for FGM.
- Challenge stereotypes by ensuring that images used reflect the diversity of the UK and avoid reinforcing stereotypes.
- Do not prescribe feelings – facilitate young people exploring feelings.
- Use distancing techniques e.g. DVDs, characters, scenarios to illustrate the issues being explored, without expecting young people to talk about their personal issues openly in the classroom.

Effectively educating students on consent and healthy relationships
The hand shake

Walk around the room and:

- Greet everyone you meet with a firm hand shake and hello.

- This time have a conversation about how you’d actually like to greet each other before you do it?

- What would you do the 3rd time?

Effectively educating students on consent and healthy relationships
In Practice ... Teachers CPD.....
Creating confidence in staff...
When to make a referral? Who to?

What does the law say?

Each student has one question and answer.

Task
Read and learn your own
Find a partner.
Ask them the question
If they get it right they ask you then SWAP
If they don’t know – TEACH THEM

Find another partner – SWAP as many as possible.
Behavioural and Risk Indicators

- Older ‘boyfriend’
- Gang-involved male peers
- Missing from home or care
- Physical injuries.
- Drug or alcohol misuse
- Involvement in offending
- Repeat sexually-transmitted infections, pregnancy and terminations
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites
- Disclosures made then withdrawn
- Unexplained money or gifts and unexplained mobiles
- Absent from school
- Bullying in or out of school
- Change in physical appearance
- Recruiting others into exploitative situations
- Family involvement in sexual exploitation
- Poor mental health
- Self-harm or thoughts of/or attempts at suicide

CSEGG Inquiry, OCC Nov 2012
Signposting

• Students need clear guidance on **What happens if they tell someone?** (in schools, health service, police) with clear signposting.

• Signpost young people to where they can get help and support in the school, community and wider.

• Teachers must have an awareness of local support services that are accessible to young people which can address the young people’s various needs.

• Increase students confidence and know-how in accessing help and support if and when needed

**The BEST FRIEND approach**

Working in partnership with local authorities and the police to tackle exploitation
A whole school approach to tackling CSE.

- Audit need, identify curriculum opportunities
- Training (as part of safeguarding or child protection) for ALL staff and teaching PSHE/SRE for teachers.
- *Creating an ‘open environment’ where pupils feel comfortable to discuss the problems that they are facing*
- Engaging young people through peer education.
- A comprehensive approach and procedure to safeguarding
- Circulation and displaying of materials including support services that students can access.
- Make it easier for young people to get confidential advice.
- Engage with parents (e.g. Student-led conferences)
- Working in partnership with external agencies to provide support (Teacher training, lessons and resources)
Working in partnership with local authorities, the police and agencies to tackle exploitation

- Huge benefits in their specialism and case studies, responsiveness to local issues and their skills in support and referral.

- Good practice examples and excellent teaching materials are needed.

- Schools need to be clear about why they are working with external visitors in SRE and what value they are adding.

- Danger of using external visitors as a substitute for quality, teacher-led delivery of SRE.

- Part of a planned programme and not a “one-off” experience.

- Ensuring classroom input is planned and learning outcomes agreed briefing the external visitor on student ability, previous learning and SEND. Joint planning with external facilitators to ensure outstanding learning in lessons.
Implement, monitor, review, evaluate

- Audit of needs
- A differentiated CPD programme for all
- Implement clear strategy aligned to the school Improvement Plan and guidance / best practice
- Incorporate into department improvement plans
- Inspire and lead the way
- Review and refine

Implementing a whole-school approach
Teaching and learning resources

- www.brook.org.uk
- Thinkuknow for 14+: www.thinkuknow.co.uk/14_plus
- Thinkuknow for 11-13s: www.thinkuknow.co.uk/11_13
- https://www.pshe-association.org.uk/content.aspx?CategoryId=1161
- http://thisisabuse.direct.gov.uk/
- http://www.psheforlife.co.uk/
- http://respectnotfear.co.uk/consentandconsequences/consent.html
- http://www.forwarduk.org.uk/resources
- Use websites such as NSPCC, Barnardos and Women’s aid

Educating students on issues surrounding exploitation, consent and promoting positive sexual relationships
TEACHING ABOUT CONSENT IN PSHE EDUCATION AT KEY STAGES 3 AND 4

MARCH 2015
Blogs and Campaigns

The Good sex project

With brook

Lacey green Wanna have sex consent 101

Reclaim the night/ Slut walk

Sex and consent with Charlie is so cool like

Does consensual sex = good sex?

Campus awareness video

Stop telling my daughter to give you a kiss!
Updated SWGFL sexting Guidance

NSPCC Online safety
This is a great source of support for parents. Think about adding this link to your website.


Parents Protect! Project from The Lucy Faithfull Foundation
http://www.parentsprotect.co.uk/resources.htm

NSPCC PANTS Campaign

Brook: Sexual Behaviours Traffic Light Tool

Consent is everything
Video: Tea and Consent
http://www.consentiseverything.com/

https://about.me/acse

Alright Charlie
Resource from the Blast Project aimed at 9 - 11 year olds highlighting the warning signs of grooming in an age appropriate way.
Video: https://www.youtube.com/watch?v=UGEgm767XAk
For Pupils: Alright Charlie Workbook
For Staff: Professional Guidance
Links to Guidance

Links for CSE
Blast - Blast support's and works with boys and young men who have been, are being, or are at risk of being sexually exploited. http://mesmac.co.uk/blast
Barnardo’s- Children’s charity www.barnardos.org.uk/
NSPCC- http://www.nspcc.org.uk/
Child Exploitation and Online Protection Centre www.ceop.police.uk/

Supplementary Guidance to SRE guidance DfEE
http://www.sexeducationforum.org.uk/media/17706/sreadvice.pdf

Updating the school safeguarding policy
http://www.nspcc.org.uk/preventing-abuse/safeguarding/writing-a-safeguarding-policy/

Using external visitors
http://www.sexeducationforum.org.uk/media/3458/external_visitors_and_SRE_10.pdf

Guidance on FGM
https://www.gov.uk/government/policies/violence-against-women-and-girls