



Preventing Child Sexual Exploitation Policy

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Agreed by Staff –

Agreed by Governors –

Reviewed – February 2018

To be reviewed by – February 2019

Definition

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Students of all genders can be exploited

Aims

**“The British Government deplores the sexual exploitation of children and will not tolerate failure at any level to prevent harm, support victims and bring offenders to justice”
(Tackling Child Sexual Exploitation March 2015)**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/408604/2903652_RotterhamResponse_acc2.pdf

Hautlieu School endorses the above aim by:

- Promoting the right for students to feel safe and how this can be achieved
- Promoting the nature of healthy relationships
- Taking a child centred approach focusing on the young person’s needs with particular sensitivities
- Working in partnership with parents and families to support young people in being safe and understanding the nature of healthy relationships
- Knowing and identifying the signs of child sexual exploitation
- Identifying those students at risk of child sexual exploitation
- Providing timely and effective assessments with young people and their families to safeguard those vulnerable to sexual exploitation

Objectives

To fulfil the above aims Hautlieu School will:

- Provide a curriculum which focuses on the development of healthy relationships, how to stay safe including e-safety, awareness of issues concerning sexual health and self-care and awareness of the help that is provided if a student feels unsafe
- Ensure that its safeguarding policies and procedures are communicated to the whole Hautlieu School community
- Ensure that safeguarding policies and procedures are regularly reviewed and updated
- Work in partnership with parents and young people to support safety online
- Ensure that Hautlieu School staff are aware of the signs of child sexual exploitation and if they suspect that it is occurring know the procedures to follow to raise awareness
- Work with external agencies to raise awareness of the issue of CSE and how students can be kept safe
- Work with external agencies to support assessment and intervention strategies if there is suspected CSE
- Provide evidence to external agencies if there is a CSE case

Responsibilities

The Headteacher will:

- Appoint a Designated Safeguard Lead (DSL)
- Ensure that the designated lead receives the appropriate training about CSE
- Ensure that a member of the Governing Body receives appropriate CSE training
- Inform the Chair of Governors of any Hautlieu student(s) involved in a CSE case
- Ensure that the procedures of dealing with a CSE case are robust and meet the expectations of the local agency

The Designated Safeguarding Lead will:

- Monitor developments in CSE issues and share with the staff as necessary
- Undertake regular training to remain updated on CSE policies and procedures
- Ensure that all staff understand the Hautlieu School CSE policy and procedure
- Ensure that all staff will be aware of CSE indicators
- Ensure that all students are aware who the Designated Safeguarding Lead is at Hautlieu School
- Regularly review Hautlieu School's CSE policy and procedures
- Arrange training opportunities for relevant staff on CSE matters
- Arrange opportunities of raising awareness of CSE amongst parents and students
- Liaise with the School's attendance officer and ESC EWO over extensive student absences
- Listen to any disclosures with sensitivity but outlining restrictions in confidentiality
- Record CSE issues as defined by the procedure and log them in the safeguarding log / folder as appropriate
- Inform parents of the disclosure as appropriate and in line with best practice
- Inform the Headteacher of any CSE issues affecting Hautlieu School students
- Complete a MASH enquiry if a Hautlieu School student is involved in CSE case
- Liaise with external agencies to ensure that any Hautlieu students who are victims in a CSE case should receive appropriate support

Teachers will:

- Play an active role in promoting the safety and welfare of all students
- Model behaviour which promotes young people's right to be safe and helps them to behave respectfully towards each other
- Promote a listening culture so students feel that there are people that they can approach at school to talk about their concerns
- Have read and understood the CSE policy and procedures
- Attend training on the issue of CSE as directed by the Designated Safeguarding Lead
- Be vigilant and report to the DSL any indicators that might suggest that a student is a victim of CSE
- Sensitively listen to a disclosure and immediately report it accurately to the DSL using the safeguarding concern form (see Appendix 2)

Students will:

- Be taught about CSE and how to protect themselves and each other
- Be taught about healthy (sexual) relationships, peer pressure, bullying and e-safety and how these topics relate to CSE
- Know who to go for help and support and to report CSE concerns to, both within and outside school

Procedure

If a CSE disclosure is made then the following procedure must be followed.

- The person to whom the disclosure has been made must report it immediately to the Designated Safeguarding Lead following standard procedure and using a safeguarding concern form (see Appendix 2).
- The Designated Safeguarding Lead may see the student to discuss the disclosure and describe sensitively the procedure that will be followed.
- The Designated Safeguarding Lead will see the Headteacher to agree the procedure that will be followed.

- If the disclosure indicates that a crime has been committed the police will be informed.
- The Designated Safeguarding Lead will follow standard procedure which will involve seeking advice from MASH and where appropriate contact parents.
- The Designated Safeguarding Lead will submit an accurate and detailed statement of the disclosure for a MASH Enquiry.
- The Designated Safeguarding Lead will facilitate any investigations undertaken by external agencies.

Definitions

Online Sexual Exploitation may include:

- Befriending through online chat rooms/messaging services
- Online grooming techniques e.g. stalking, identity pretence, false promises e.g. meeting celebrities, tickets, gifts
- Asking young people to take and share indecent images of themselves
- Leverage for further demands, e.g. threat to show other people recorded sexual acts by a young person
- Arranging offline meeting for purpose of sexually abusing a young person
- Contact from perpetrators in other countries and abuse online

Young People who are vulnerable to CSE are:

All young people can be vulnerable to sexual exploitation. However, some young people are known to be at greater risk. For example those that:

- Have an unstructured home/family life
- Have a history of abuse (including familial child sexual abuse, risk of forced marriage, risk of honour-based violence, physical and emotional abuse and neglect)
- Have experienced loss/bereavement
- Have friendships with young people who are being sexually exploited
- Have learning difficulties
- Have social and emotional difficulties, including mental health
- Live in residential care or hostel/B&B accommodation
- Have low self-esteem/confidence

Warning signs

Young people who are being sexually exploited may be:

- Going missing from home and care
- Absent from school
- Increasing their use of social media, dating sites, image sharing apps, etc.
- Involved in risky online relationships including new contacts off island
- Sharing inappropriate/indecent images with peers or with people met online
- Becoming isolated/estranged from family and friends
- Meeting people befriended online
- Involved in offending behaviour
- Misusing drugs/alcohol
- Experiencing sexual cyber-bullying
- Changing their physical appearance
- Experiencing repeated sexually transmitted infections, pregnancy and terminations
- In poor mental health and/or self-harming having thoughts of or attempting suicide
- Receiving money and gifts from unknown sources

Valuable links

There could be a time that a student, parent or just a member of the public will make a disclosure about CSE outside of school time. In these circumstances you should immediately contact the police on **01534 612612**. Other important advisory agencies are:

www.childline.org.uk/ & 0800 1111

<https://www.stopitnow.org.uk/> & 0808 1000 900

<http://safeandsoundgroup.org.uk/help-support/parents-carers/> 01332 362120

http://www.barnardos.org.uk/what_we_do/our_work/sexual_exploitation.htm

For more information:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

<https://www.childrenssociety.org.uk/sites/default/files/definition-of-child-sexual-exploitation-march-2016fin.pdf>

Responsibilities

Monitoring – Designated Safeguarding Lead (Mrs Ros Cleave)

Evaluating – Headteacher (Mr Nick Falle)

Circulation – e.g. all staff

Policy overview – SLG and Governors

Policy maintenance - member of office staff

Minor revision history – updated legislation and change of DSL February 2018

Appendix 1:

CODE OF CONDUCT FOR STAFF

A. Introduction

a) In seeking to uphold the best interests of students, staff must be mindful of their position of trust. This Code of Conduct is intended to assist staff in respect of the complex issue of child abuse, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct.

B. Code of Conduct

1. Private Meetings with Students

(a) Staff should be aware of the dangers which may arise from private interviews with individual Students. It is recognised that there will be occasions when confidential interviews must take place. As far as possible, staff should conduct such interviews in a room with visual access, or with the door open.

(b) Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. It may be necessary to use a sign indicating that the room is in use, but it is not advisable to use signs prohibiting entry to the room.

(c) In such interviews there should be an appropriate distance between teacher and student.

(d) Where possible another student or (preferably) another adult should be present or nearby during the interview, and staff should take active measures to facilitate this.

(e) A single student should not be placed in Supervised Study/Homework Club on his/her own unless another member of staff is in the vicinity.

(f) A teacher should avoid travelling alone with a student. Where this is unavoidable, another teacher should be told, the parents notified if possible and the student should be seated in the back of the car.

2. Contact with Students

(a) As a general principle, staff are advised not to make unnecessary physical contact with students.

(b) For example in the coaching and playing of sports and in the demonstration of associated skills, physical contact should be avoided. Staff should be aware that such physical contact is open to misinterpretation by a student, parent or other casual observer.

(c) Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to the CPO.

(d) Physical restraint of students should not be used except in extreme cases and only to prevent a student causing injury to himself/herself or to others. In such instances, only the minimum necessary contact must be used as defined by the Hautlieu Restraint Policy.

(e) With regard to particular circumstances, such as use of areas like the changing rooms, the relevant HoD should draw up and publish accepted guidelines for use.

(f) Staff who have to administer first-aid to a student should ensure wherever possible that this is done in the presence of another adult or other children. However, no qualified member of staff should hesitate to provide first-aid in an emergency simply because another person is not present.

(g) Staff should be particularly careful when supervising students in a residential setting, or in approved out of school activities, where more informal relationships tend to be usual and where staff may be in proximity to Students in circumstances very different from the normal school/work environment.

(h) Staff should only contact students through the school's communication systems of telephones, e-mails, etc. They must not use their personal telephones, social media sites, etc.

3. Teaching and the Choice and Use of Appropriate Materials

(a) A teacher should not repeatedly persist with using an excessively loud voice nor constantly criticise a student.

(b) A teacher should never make sexually suggestive or inappropriate comments, even in jest.

(c) Teachers should avoid using teaching materials, the choice of which might be misinterpreted.

- (d) When using teaching materials of a sensitive nature a teacher should be aware of the danger that their application, either by Students or by the teacher, might after the event be criticised.
- (e) If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the Child Protection Officer or E-Learning Ambassador before using it.

4. Relationships and Attitudes

- a) Staff will treat all students with fairness, respect and care
- b) In order to avoid bringing the States of Jersey into disrepute all staff will set a good example by conducting themselves appropriately
- c) Both within the school and outside, staff should ensure that their relationships with Hautlieu students are appropriate to the age, maturity and gender, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when staff are dealing with adolescents.
- d) The ESC Child Protection policy clearly provides guidelines for Staff in section 9.

"Staff have a duty to deal with any child protection issue that may arise and also to avoid sexual misconduct and any activity that may reasonably raise concerns as to their propriety. Examples might include students drinking alcohol with staff, being invited to their homes or allowing access to inappropriate materials or internet sites. These activities cannot be characterised in themselves as sexual misconduct, but could be conduct leading to establishing a sexual relationship. Such activities should therefore be subject to some regulation to avoid impropriety or the appearance of it. Any member of staff who is aware of such activities should report them to the establishment's child protection coordinator (CPO)."

It also refers particularly to the unacceptable use of modern technology such as the internet, video and photography.

C. Conclusion

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff interrelate with children and young people, or where opportunities for their conduct to be misconstrued might occur. However, it is the professional duty of all teaching staff not to bring the education service into disrepute by their actions within or outside school. If, any suspicions of abuse or inappropriate behaviour by a colleague either in or outside school are witnessed they must always be reported to the Child Protection Officer.

Appendix 2

Safeguarding Concern Form – Hautlieu School

Please complete this form if you have any concerns regarding a student.

Student Full Name			
Day / Date / Time when concern was shared		Student Date of Birth	
Member(s) of staff noting concern (Full Names)			

What happened (Please describe as fully as possible):

Date / Time	
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Always ask if you are unsure whether something is safeguarding or not. Do not hold on to information.

Please pass this form to the Designated Safeguarding Lead (Mrs Ros Cleave) when completed.

Guidance on completing a concern form

It is important that concern forms are fully completed in a timely manner. Full details are essential. To help the DSL respond appropriately, please follow the guidance below.

- When a student presents you with a safeguarding concern please:
 - Listen
 - Record
 - Share with the DSL or SLG
- Locate the DSL immediately, if she is not available a member of SLG with the safeguarding concern
- Then complete this form electronically and save in the network folder:
[Departments:\Safeguarding\Disclosures](#)
- Enter the full details of the student concerned, including date of birth and full name
- Include your full name (not initials)
- Make sure 'What happened' is given in detail, in the student's own words
- TED (Tell, Explain, Describe)
- Do not record on this form what other people have told you, only what the student has told you
- Only write about one student on each concern form (use a separate form for any further students)
- Concern forms can be used in court cases and inquests as primary documents, so they must be complete and accurate
- Make sure you only use a Concern form to record your concern. If you have recorded any of the information on other paper initially please ensure this is given to the DSL, dated and signed
- Please do not write on the back of the form, the box will extend as you type

Thank you