



Child Sexual Exploitation and the Role of Education/MVP Practitioner

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BELIEVE IN CHILDREN

 **Barnardo's**
— Scotland —

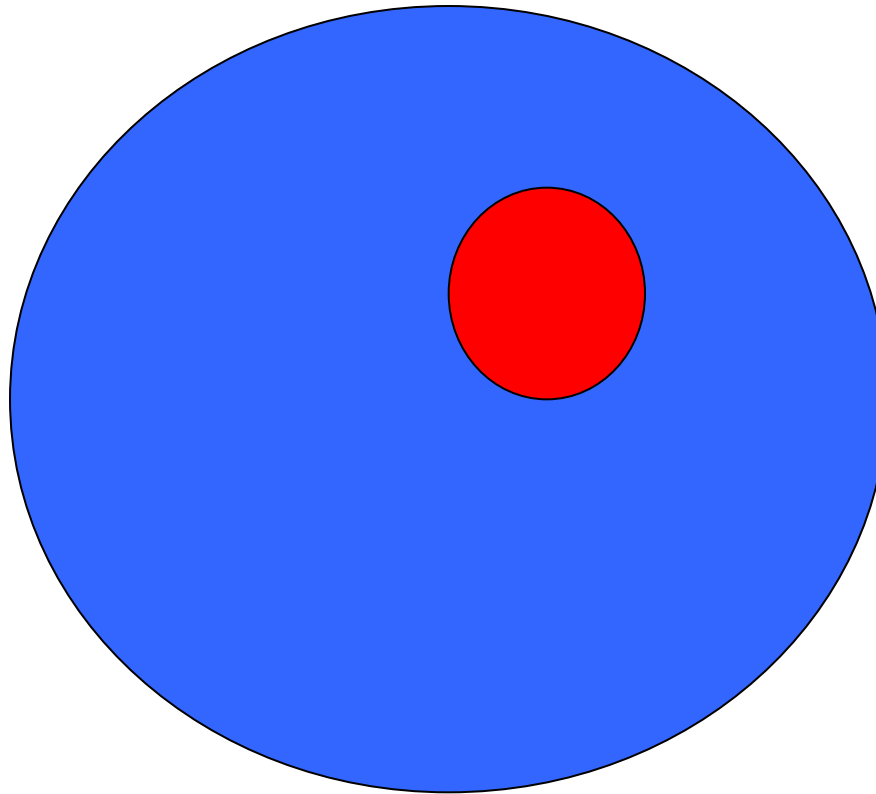


Outcomes

- To develop a **greater understanding** of child sexual exploitation (CSE) and how this impacts on children and young people
- To improve **practice and responses** to CSE, based on learning and good practice from SCRs
- To recognise what children and young people **need and value** from professionals



Sexual abuse arena – Use of Language





Sexual abuse arena

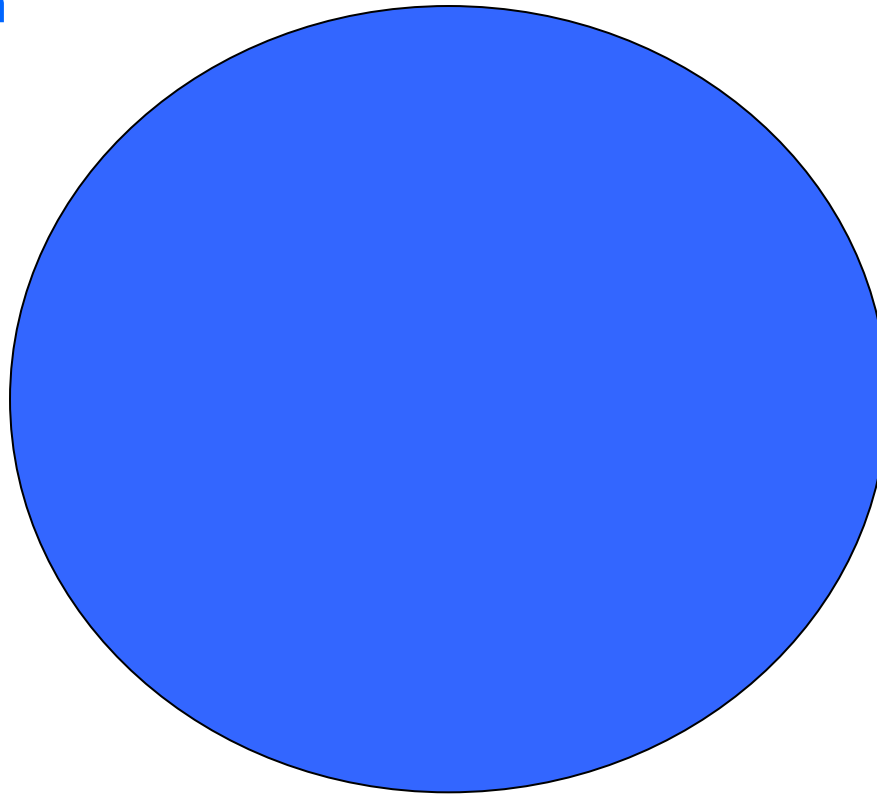
Victim

Powerless

Traumatised

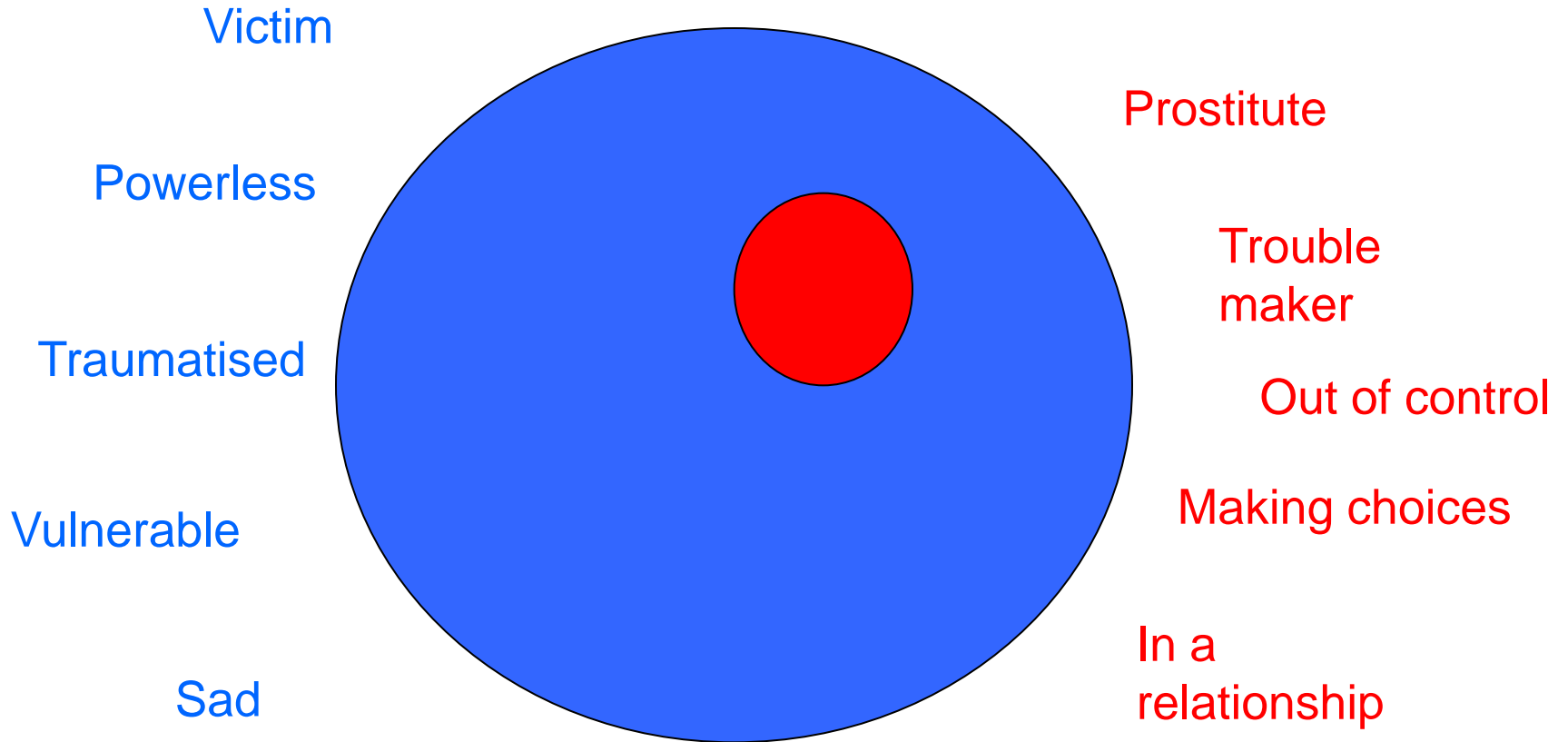
Vulnerable

Sad





Sexual abuse arena





What is CSE?

Child Sexual Exploitation is a form of child sexual abuse in which a person (s) of any age takes advantage of a **power imbalance** to force or entice a child into engaging in sexual activity **in return for something** received **by the child and/or those perpetrating or facilitating this abuse.**



As with other forms of child sexual abuse, the presence of **perceived consent** does not undermine the **abusive nature of the act.**



National Definition 2016



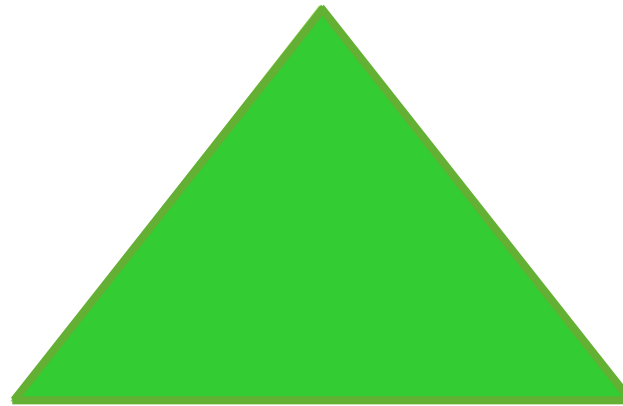
Consent

- In the context of child sexual exploitation, the term 'consent' refers to whether or not a child **understands** how one **gives** consent, **withdraws** consent and what situations (such as intoxication, duress, violence) can **compromise** the child or young person's ability to **consent freely** to sexual activity.



The Perception – “Prostitution” or Sex Industry Triangle

“Child Prostitute” / “Rent Boy” / Sex Worker



Pimp / Facilitator

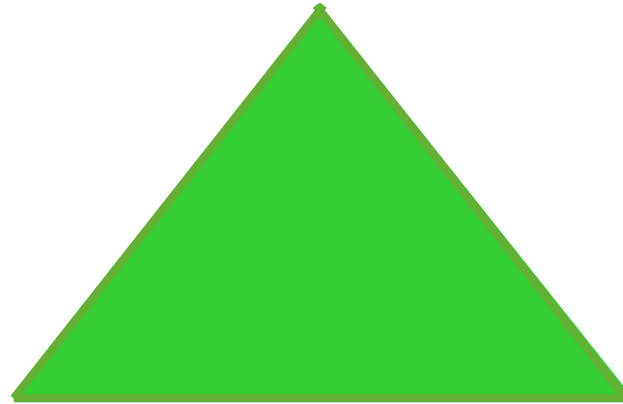
Punter / Customer

This model suggests that a child or young person is choosing their lifestyle; it allows facilitators, pimps and punters to justify and attempt to legitimise their abuse of children.



The Reality

Abused Child/Young Person



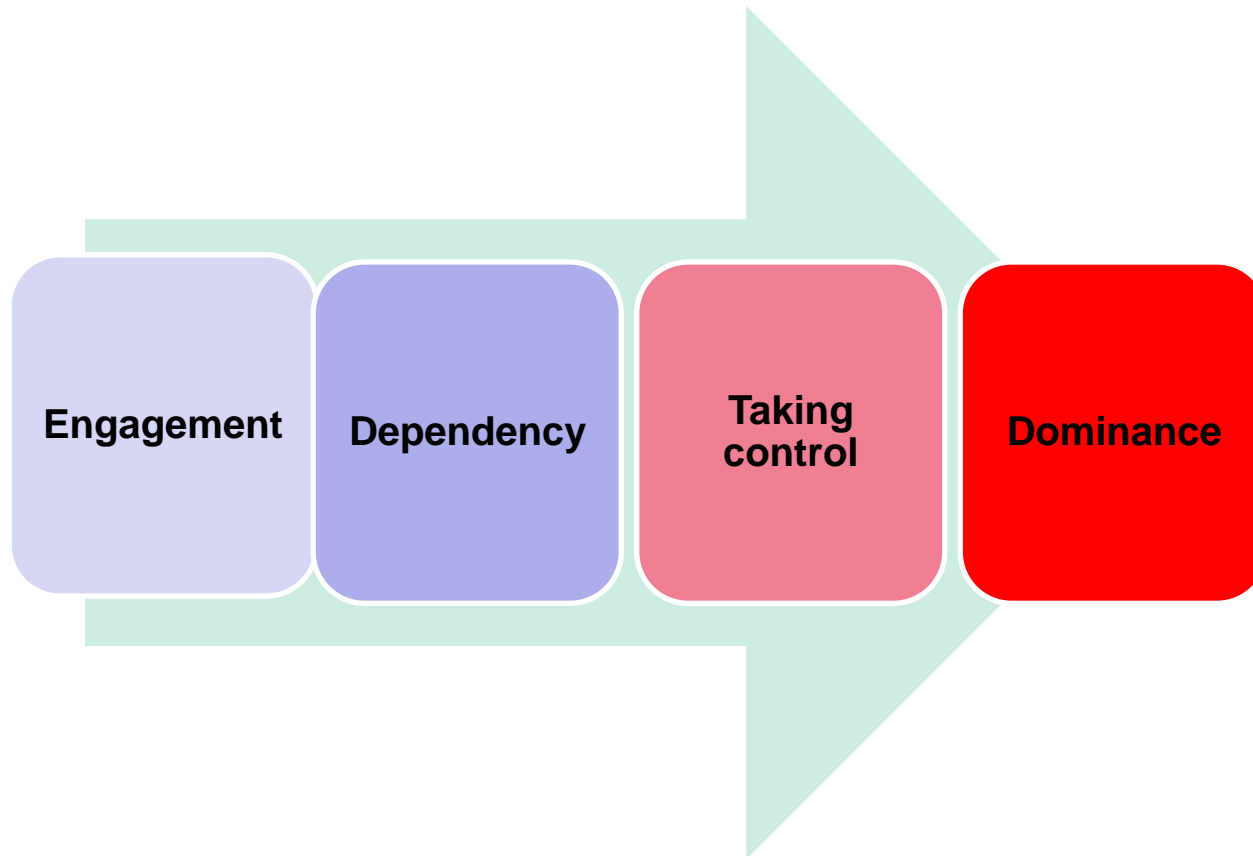
Child Abuser

Child Sex Offender

In the Protection Triangle we see that the child is a victim who needs protection from adult perpetrators. This reflects that there is a supply and demand side to the problem and that intervening in the entire system will have a more successful outcome than focusing on any individual part.



Pattern of Control



The grooming line



Targeting stage

- Observing the child/ young person
- Selection of child/ young person
- Befriending – being nice, giving gifts, caring, taking an interest, giving compliments, etc
- Gaining and developing trust
- Sharing information about young people between other abusive adults



Friendship forming stage

- Making young people feel special
- Giving gifts and rewards
- Spending time together
- Listening and remembering
- Keeping secrets
- Being there for them
- 'No-one understands you like I do'; being their best friend
- Testing out physical contact – accidental touching
- Offering protection



Loving relationship stage

- Being their boyfriend/girlfriend
- Establishing a sexual relationship
- Lowering their inhibitions – eg showing them pornography
- Engaging them in forbidden activities – eg going to clubs, drinking, taking drugs
- Being inconsistent – building up hope and then punishing them

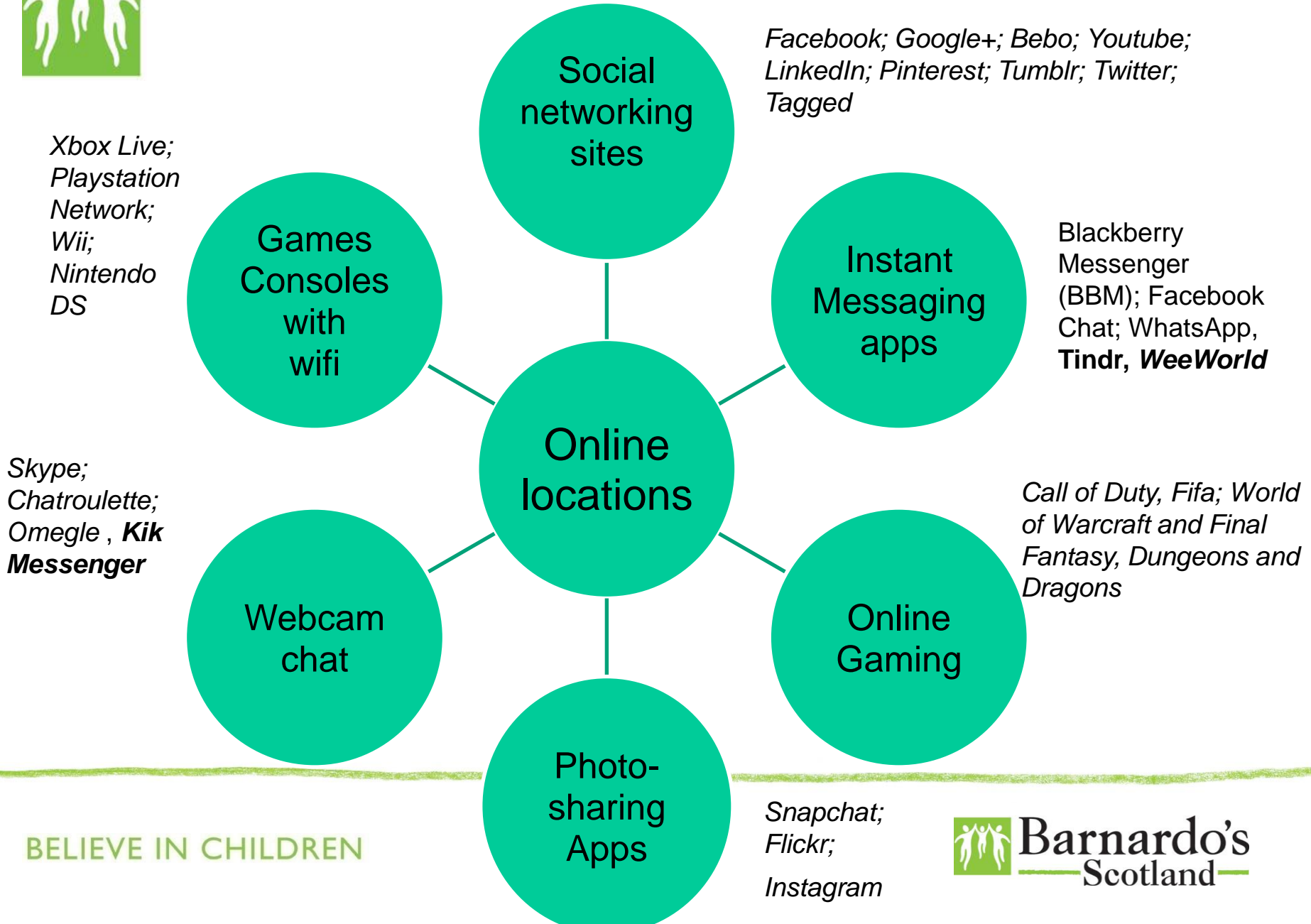


Abusive relationship stage

- Becomes an 'unloving' sexual relationship
- Withdrawal of love and friendship
- Reinforcing dependency on them – stating young person is 'damaged goods'
- Isolation from family and friends
- Trickery and manipulation – 'you owe me'
- Threatening behaviour
- Physical violence
- Sexual assaults
- Making them have sex with other people
- Giving them drugs
- Playing on the young person's feeling of guilt, shame and fear



Typology of Online Interactions





Trends and Patterns

- High numbers of referrals for younger children – aged 12 years and younger **posting self generated images** of/engaged in sexualised language and behaviours. Covers both still and videos.
- Parents increasingly **feeling powerless** to support/safeguard their children
- Rise in CYP **living at home** being referred to services – primary group?
- Increase in CYP using social media platforms – communication, meeting up and **dating**
- CYP part of large group chat on social media – exposure to people you don't know, **free to share anything**
- Increase in sites specifically for younger children – **WeeWorld, MyLol, Yellow App**
- Persons of concern not asking age of CYP
- Sextortion
- Increasing use of Advertising sites such as **Locanto**



Identifying Vulnerability and Risk

- 1. What makes a child vulnerable?** – aspects of a child's historical or current circumstances which may make them more susceptible to targeting and grooming for sexual exploitation
- 2. How do you know someone is at risk? What are the signs?** – signs or 'symptoms' which might alert you that a young person could be experiencing sexual exploitation



History of disadvantage and/or abuse

Disengaged from education

Poor health and/or well being

Bereavement and Loss

**CSE
VULNERABILITY
FACTORS**

Learning Disability

History of Missing episodes

Associating with other young people involved in exploitation

Substance, drug, alcohol misuse

Problematic parenting/lack of or no adult guidance or supervision



Indicators



1. Mobile phones



- Increase in phone use or secretive use.
 - Unexplained phone credit or new phone.
- Abusers use mobile phones to command and control victims. They may present the phone as a gift. Abusers can use in-built GPS technology to track victims' whereabouts.

4. Boyfriend/ New friends



- A significantly older "boyfriend" or "friend".
- Gangs involved in exploitation will identify a young person and send a man, usually young, good-looking and charming, to strike up a relationship with them (see boyfriend model).

5. Mood swings



- Mood swings or changes in emotional well-being.
 - Becoming aggressive and disruptive or very quiet and withdrawn.
- Young people who have been sexually exploited may experience, and exhibit, extreme mood swings as they struggle to deal with the impact of abuse

2. Cars



- Being picked up or dropped off in cars by unknown adults.
 - Speaking about car journeys with unknown adults.
- Abusers may groom young people by offering to give them lifts in cars. They may cruise the streets in cars looking for young people.

6. Computer



- Spending more time, often excessive, periods online.
 - Becoming increasingly secretive about time spent online.
- Abusers may target children online, or via smartphones, encouraging them to send messages or even pictures of themselves.

3. Sexualised behaviour



- Inappropriate sexualised behaviour; promiscuity; over-familiarity with strangers; sending sexualised images via internet.
 - Sexual health problems.
- Through sexualised behaviour young people may be acting out what has been done to them.

8. Drugs and alcohol



- Appearing under the influence of drugs, or alcohol, or possessing drugs or alcohol.
- Abusers introduce children to drugs and alcohol as a way of controlling them and creating dependency.

7. Gifts



- Appearing with unexplained new possessions, such as clothes, jewellery or mobile phones, that cannot plausibly be accounted for.
- Abusers give victims gifts, buying first their friendship and later their affections, compliance and silence. (See boyfriend model)



CSE in the News

BBC NEWS UK

Home World UK England N.Ireland Scotland Wales Business Politics Health Educa

Rochdale abuse 'not exceptional'

sky NEWS HD

Watch Sky News LIVE 21 June 2013

HOME UK WORLD US BUSINESS POLITICS TECHNOLOGY ENTERTAINMENT STRANGE NEWS WEATHER

Oxfordshire Child Sex Trafficking Ring Guilty

Gang members drugged, raped and sold girls for sex over seven years as police and social services missed chances to stop them. 8:08pm UK, Tuesday, 14 May 2013

Video: Sex Ring Groomed Vulnerable Girls Gallery: Oxford Child Sex Ring

BBC NEWS MANCHESTER

Home World UK England N.Ireland Scotland Wales Business Politics Health Education Sci/Env

Rochdale grooming victim: 'Parents told I was a prostitute'

BBC NEWS ENGLAND

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6 February 2013 Last updated at 17:02

Oxford exploitation trial: Girls ran away from children's home

Girls at a children's home who were allegedly abused by a group of men would run away and return showing signs of sexual activity, a court has heard.

A worker at the Oxfordshire home told the Old Bailey staff were aware two girls had been with "older men".

BBC NEWS UK

Home World UK England N.Ireland Scotland Wales Business Politics Health Education Sci/Env

29 June 2011 Last updated at 12:07

More than 2,000 children 'victims of sex grooming'

By Dominic Casciani
BBC News home affairs correspondent

The first UK-wide study of street grooming of children has found more than 2,000 victims of systematic abuse.

The ethnicity of around half the offenders was not known but in the remainder a quarter of offenders were Asian and 38% were white.

The Child Exploitation and Online Protection Centre (Ceop) warned against focusing on ethnicity over the issue.

Mohammed Liaqat (left) and Abid Saddique, 27. Convicted in grooming case

BBC NEWS UK

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17 January 2011 Last updated at 07:32

Children as young as 10 'groomed for sex by gangs'

Children as young as 10 are being sexually exploited by organised gangs of men in cities across the UK, a leading charity says.

Barnardo's says it is working with more than 1,000 children who have been groomed, abused and trafficked for money, and the problem is growing.

It says a specific minister must be given formal responsibility for tackling the issue.

Barnardo's says sexual grooming is becoming more organised with use of the internet and mobile phones

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Barnardo's Scotland



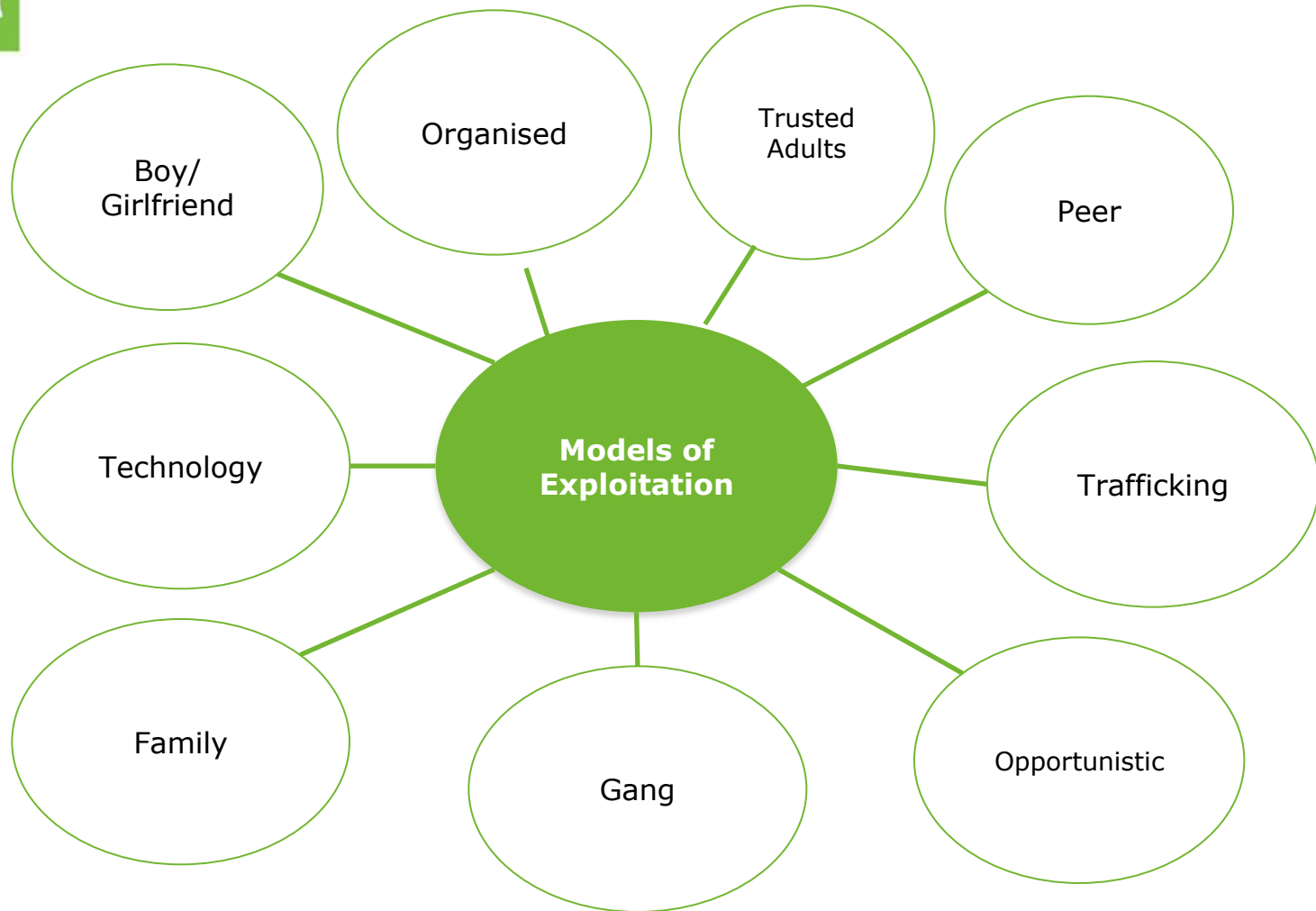
All Our Responsibility

During a meeting with two health workers, **the Inquiry** asked about the profile of perpetrators in the local area. We were told that they were exclusively '**Asian males**'. We asked the workers to talk us through one of their live cases. They said the victim had first been exploited in school by her peers, who were **all white boys**. She was then exploited by an older boyfriend who was an Asian man in his twenties. Following this, she was exploited by an **older white man** who filmed her having sex with his friends. She was then exploited by a **group of older Asian men** who sold her at parties. Finally, **an older white man**, who was addicted to drugs, exploited her. He took her to the homes of much older, disabled men, and sold her to pay for his drug habit.

- **These health workers had mentally screened out the white perpetrators.**



Perpetrator Tactics





Models of CSE

- **Inappropriate Relationships** – sexually exploitative relationships where the child believes the abuser to be their boy/girl friend
- **Group/Gang Model** –the abuser befriends and grooms the child into a “relationship” and then coerces /forces them into having sex with friends or associates
- **Internet Abuse** –usually “non-contact” abuse e.g. sharing indecent images. Online offences can lead to contact abuse
- **Peer-on Peer Exploitation** – forced/coerced into sexual activity by peers or associates. Sometimes linked with gang activity or group rituals/initiation
- **Opportunistic** – can happen very quickly, without any grooming
- **Familial** - push and pull factors
- **Trafficking** – internal and international
- **Trusted Adults**



Unheard Voices (2013 Muslim Women's Network)

- ❖ **Asian / Muslim female victims** are also vulnerable to grooming and sexual exploitation and are also being targeted and sexually exploited and include children, young persons (16 to 18 years) and adults.
- ❖ Asian / Muslim female victims are **most vulnerable to offenders from their own communities** as the overwhelming majority of the offenders were from the same background as the victims.
- ❖ Asian / Muslim children, young persons and adults have **particular vulnerabilities** associated with their culture which are exploited and also constitute **a barrier to disclosure and reporting.**

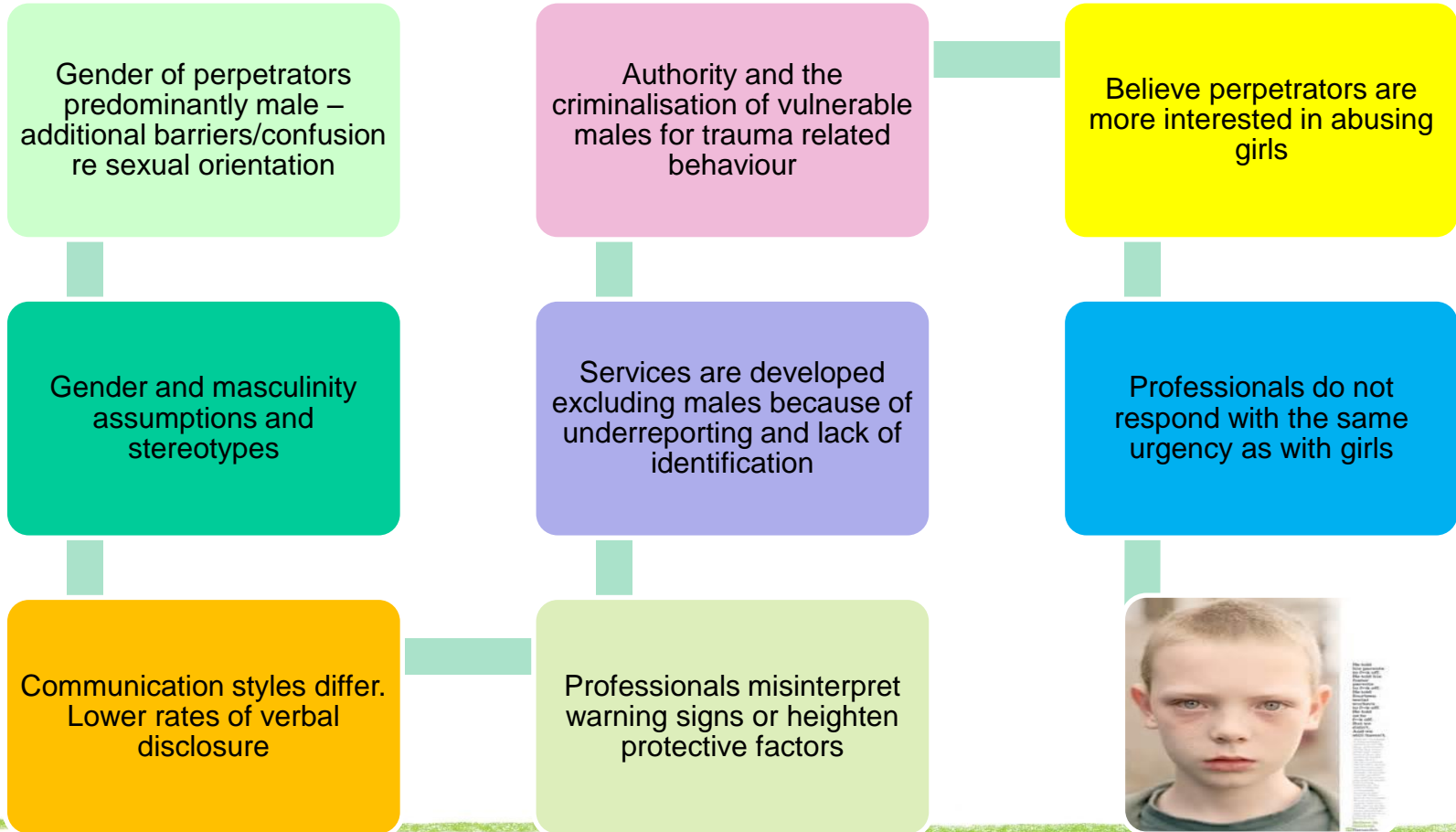


Boys and Young Men

- Boys less likely to be identified as victims
- In line with gender stereotypes and wider societal perceptions, professionals' attitudes towards boys and young men can be less protective than towards girls.
- Professionals working with sexually exploited boys and young men found that they are more likely to express their anger and trauma externally and be labelled as 'aggressive', 'violent', or an 'offender', whereas girls are more likely to internalise their distress.
- Male service users were more likely to be referred by criminal justice agencies and less likely to be referred by social services and education. Very few males or females were referred by health services.



Additional barriers for boys and young men



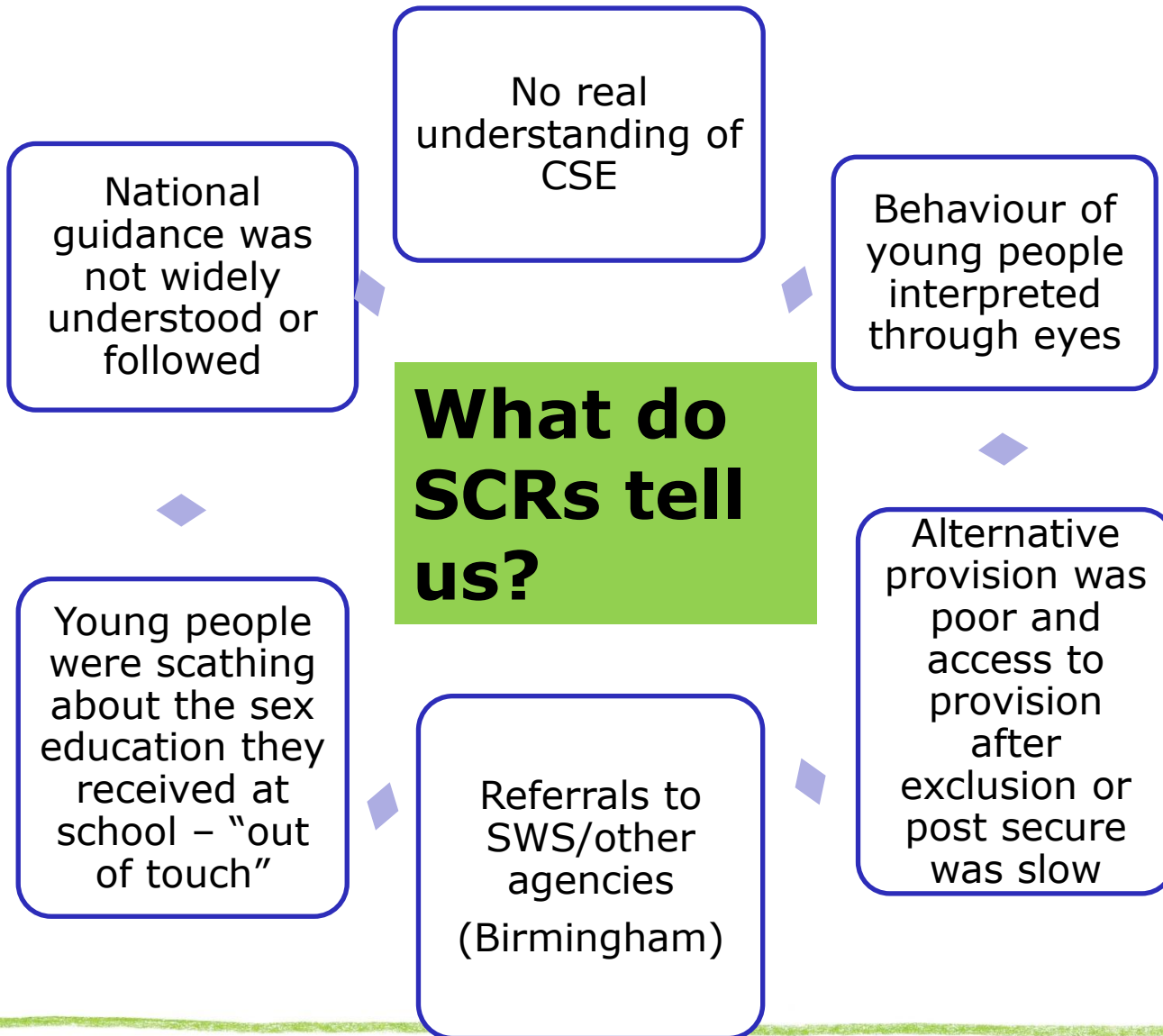


Learning Disability and Difficulties



'Children with learning disabilities are hugely misunderstood and undervalued, and that really has to be the starting point: getting people first of all to have a proper appreciation of what learning disability is; that children [with learning disabilities] can achieve [...]. When you start from that point, you start to see children in the round and you see the things they can do but also their particular vulnerabilities.'

Barnardo's - Unprotected, Overprotected, 2015

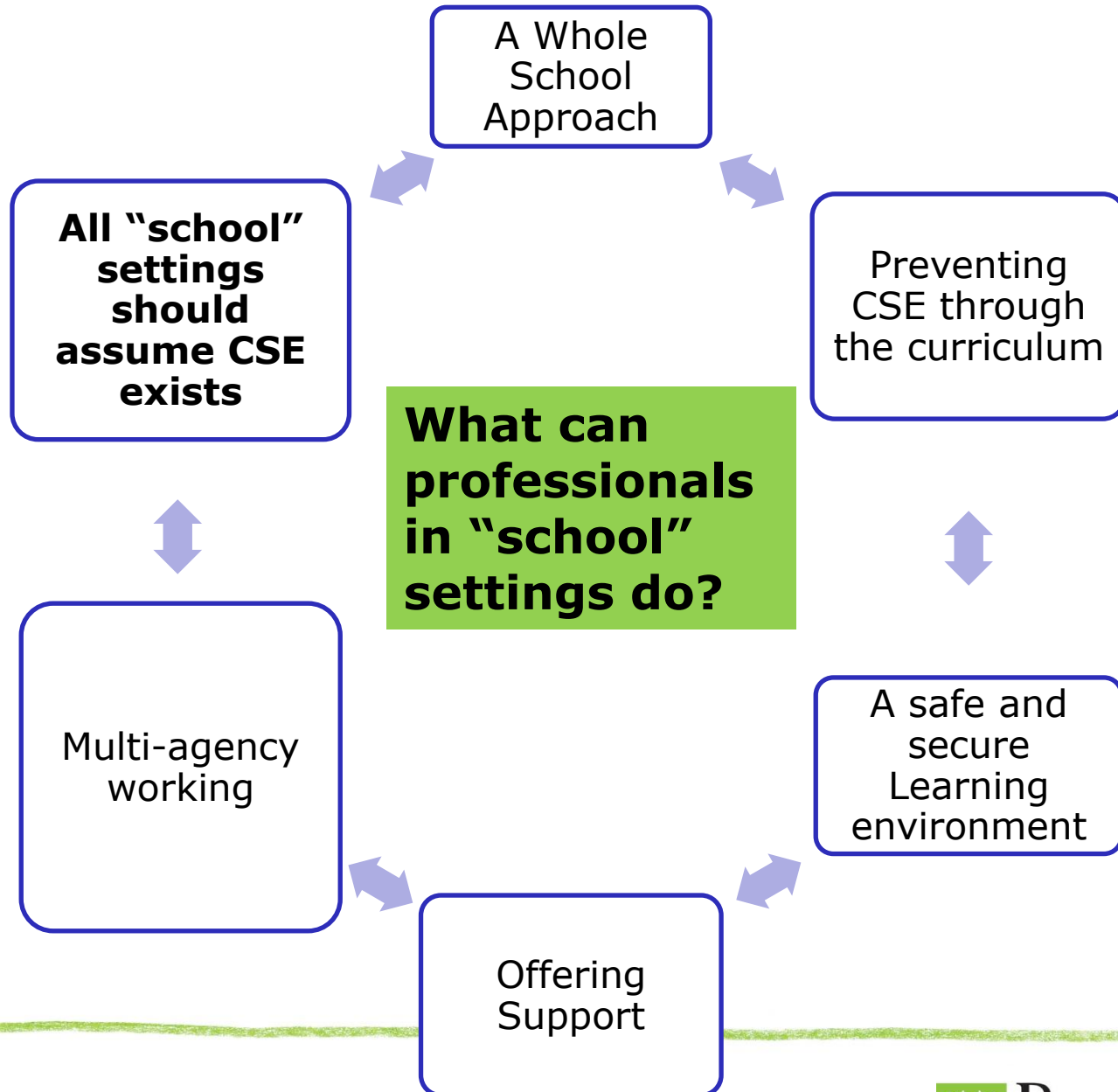




Presenting issues in school that prevent attainment



The underlying issues





A 'whole school' approach

- Creating an educational environment in which there is a 'whole-school' approach to addressing gender inequality, sexual consent, and relationships built on respect is crucial in responding to violence and abuse, including CSE.
- Schools should respond appropriately to peer on peer sexual harassment



Preventing CSE through the curriculum

- Schools are ideally placed to deliver information to children/young people about CSE
- It is important that this work also challenges attitudes and helps young people to develop emotional and social skills
- Opportunities to learn about sexual exploitation should be available in age appropriate forms in both primary and secondary schools.
- Open conversations inside and outside the classroom can help children/young people recognise potentially abusive behaviours, identify trusted adults who they can talk to and offer information about support services
- This should cover sexual consent, relationships, gender norms and sexuality, including the sexualisation of young women's bodies and standards of masculinity - what it means to be a boy or young man
- Given the widespread prevalence of youth produced images (sexting) and young people's access to online pornography, opportunities need to be provided to discuss representations of sex and how these are gendered
- Young people are far less likely to retain information from a one-off session, so messages should be reinforced



A safe and secure learning environment

- A prevention curriculum should be combined with a safe and secure school environment which promotes positive and respectful relationships between peers, between young people and staff, and includes wider parent/carer engagement
- The school environment can represent a positive space for young people, however it may also be a context within which they experience sexual exploitation
- Sexual exploitation can also involve peers in complex ways, as facilitators, abusers or bystanders
- Social media may facilitate the spreading of gossip and images around peer groups so that the impact of CSE taking place outside of school may 'migrate' back into it
- Every school community should assume that CSE is an issue

A proactive approach should therefore be taken to identifying victims, distinguishing between disruptive behaviour and early warning signs of exploitation



Offering Support

- Young people who are out of school/education can quickly feel outside of the social mainstream and are thus more likely to be targeted by exploitative adults and peers
 - Being connected to a settled education community is protective since it enables a sense of belonging and stability, and affirms self-belief.
- Many sexually exploited young people talk of losing hope for the future, believing they are worthless and unable to imagine a way out
 - Support to engage in education can change this in a number of ways: making new friends who are not involved in exploitative networks; (re)discovering intellectual and creative skills; realising it is possible to have dreams and that a different future is possible
 - Education can also counter the disruptive impact of involvement in criminal proceedings where young people give evidence against exploiters and abusers
- Offering briefings for parents/carers on CSE at schools can enable them to begin discussions with their children outside of school
 - It is crucial to establish whether it is safe to include parents. Care should be taken in doing this though since some parents may be involved in the exploitation or abuse



Multi-agency working

- Crucial to make multi-agency links in order to be part of developing a protective community network
- Communication with other agencies provides schools with important strategic knowledge, including an understanding of the local context
 - Intelligence may include: names – including nicknames, addresses, 'hot spots', mobile numbers, car registrations and information about the role played by local businesses
 - School staff may then be better positioned to recognise the significance of information that they hear.
- Multi-agency working means that schools can also contribute to disrupting perpetrators
- Schools can link/signpost young people into support services thus equipping lessons students with strategies to identify support for themselves or their peers.
- Given the links between CSE and going missing, schools should have the capacity to provide data on children who are missing from education, children absent without authorisation as well as children who regularly register for a day but do not attend lessons.



What Young People Say they Value in a Worker

- Take the **time** to understand my life
- **Understand** that **the way I behave** is because of what is happening to me, has happened to me in the past or is because of what I see around me
- **Look out** for signs I am being hurt and get me the right support **quickly**
- **Keep trying** to get a hold of me even when I don't turn up or **I say no** at first
- Treat me with respect and **understand why I might struggle to trust adults**
- Be realistic about **what I can do** in the situation I'm in to 'keep safe'



Key Messages

- **Child sexual exploitation can happen to young people from all backgrounds.** Whilst young women are the majority of victims, boys and young men are also exploited.
- Some young people may be more vulnerable – those who have experienced prior abuse are homeless, are misusing alcohol and drugs, have a disability, are in care, are out of education, have run away/ gone missing from home or care, or are gang-associated.
- All schools (including alternative educational settings such as EVIP and colleges) should assume that CSE is an issue that needs to be addressed.
- An educational environment where there is a 'whole-school' approach to addressing gender inequality, sexual consent, and relationships built on respect should be developed.
- All schools are ideally placed to deliver information to students about CSE through preventative education that delivers knowledge and challenges attitudes.
- **Building effective, trusting relationships with children and young people are key**
- Staff within the school community should be trained to spot potential 'warning signs' of CSE and to feel confident to begin conversations based on their concerns.
- Multi-agency links mean that schools can be part of developing a protective community network which holds perpetrators to account.



Building a good, healthy relationship may take some time.

Some young people might not think that they need protection from sexual exploitation and might be resistant to what they perceive as interference from authorities.





All Our Responsibility

*The true character of society is revealed in how it **treats** its children.*

Mandela 1997



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