



# Archbishop Holgate's School

A Church of England Academy

## **Child Sexual Exploitation (CSE) Policy**

*This policy explains how the school aims to protect its students from Child Sexual Exploitation (CSE).*

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Member of staff responsible: Deputy Head Pastoral Care

Governing sub-committee: Pastoral

Archbishop Holgate's School is committed to developing to the full, the potential of each member of the school community, within the context set by its mission, its strategic aims, and its Christian values as a Church of England Academy.

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# 1. Vision and Values of Archbishop Holgate's School

As a Church of England school we strive to ensure that all of our young people are cared for, given every opportunity to develop through academic study, to grow personally and spiritually and to live into being those Values we hold dear in our community and in wider society. Our role as a Church school is to help nurture both academic excellence and to help shape young people who can make a significant contribution to the community they serve. Key to this is a clear recognition that all students have individual gifts and talents and with support every young person can flourish.

Archbishop Holgate's School is distinctive and effective as a Church of England school because our Christian vision and values are very explicit and drive all areas of school life. Our Vision is one which combines Values, Care and Achievement.

**“A threefold cord is not easily broken.” Ecclesiastes 4:12**

Through this vision we seek to be a Church of England School which is deeply Christian. As such, the three themes of our vision, Values, Care and Achievement are deliberately expressed in that order, our distinct Christian Values help ensure that every child is cared for as an individual and this in turn will help them to succeed academically.

Our school values of **Justice**, **Compassion**, **Forgiveness** and **Trust** have been embedded across our school community and permeate all areas of school life.



This policy is to complement our vision and values and to enable the school to allow all members of Archbishop Holgate's community to live them into being every day.

## **2. Statement of intent**

Archbishop Holgate's School strives to ensure the safety and wellbeing of all pupils at the school. In order to effectively achieve this, staff members at the school must safeguard and protect children against CSE.

This policy outlines the school's 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 headteacher, DSL and the school's governing board.

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

## **3. Legal framework**

This policy has been created with due regard to all relevant legislation including, but not limited to, the following:

- Children Act 1989
- Children Act 2004
- Education Act 2011
- Education (Health Standards) (England) Regulations 2003
- Safeguarding Vulnerable Groups Act 2006

This policy has consideration for, and is compliant with, the following guidance:

- DfE (2018) 'Working together to safeguard children'
- DfE (2021) 'Keeping children safe in education'
- DfE (2017) 'Child sexual exploitation'

This policy will be implemented in conjunction with the following school policies:

- Health and Safety Policy
- Child Protection and Safeguarding Policy
- Relationships and Sex Education Policy
- E-Safety Policy
- Anti-Bullying Policy
- Equal Opportunities Policy
- Peer on Peer abuse Policy
- DfE Sexual violence and sexual harassment between children in school and colleges (2021)

## **4. 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

A child can be being sexually exploited even if the sexual activity appears consensual.

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

CSE:

- Can affect anyone under the age of 18, including 16 and 17-year-olds who can legally consent to having sex.
- Can take place in person or online, 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 copying 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.

## 5. Roles and responsibilities

**The governing board** is responsible for:

- Appointing a lead governor for child protection and safeguarding.
- Ensuring that necessary child protection and safeguarding policies and procedures are in place at the school.
- Ensuring that staff members effectively carry out their duties, including those in relation to child protection.

**The headteacher** is responsible for:

- Ensuring that all staff members are aware of the school's policies and procedures, including those in relation to CSE.
- Appointing an appropriate person to the role of DSL and appointing any necessary deputy DSLs.
- Ensuring that pupils and parents are made aware of the problem of CSE in an age-appropriate manner.
- Ensuring that all new members of staff receive CSE training as part of their induction.

**The DSL is** responsible for:

- Acting as the first point of contact for safeguarding concerns and providing staff with appropriate advice (with the deputy DSL providing cover where necessary).
- Ensuring that staff members receive safeguarding training, including that in relation to CSE, on a regular basis.
- Meeting with any vulnerable pupils who have unauthorised absences.
- Liaising with staff members and external agencies regarding CSE issues.

- Arranging for appropriate CSE-related resources and information to be available to staff members.
- Making all staff members aware of the appropriate information sharing protocols.
- Ensuring that all CSE-related concerns are recorded in writing.
- Ensuring that the voice of the child is heard where a risk of CSE is identified, and that this is done in a safe and sensitive manner.
- Ensuring information is displayed within the school which signposts pupils to where they can access advice about CSE.
- Undertaking child protection and safeguarding training at least every two years.

**All staff members** are responsible for:

- Playing an active role in supporting the school in its commitment to promoting the safety and welfare of all pupils.
- Acting in accordance with statutory and good practice guidance.
- Reporting any concerns which they may have to the DSL or deputy DSL.
- Where neither the DSL or deputy DSL is available, speaking to Children's Social Care Services (CSCS) for advice and sharing any action taken with the DSL or deputy DSL as soon as practicable.
- Following the guidance set out in the DfE's 'Working together to safeguard children' where they believe a child may be at risk of harm.
- The early sharing of information.
- Respecting the confidentiality of information.
- Ensuring that they are aware of the school's identification and reporting procedures.
- Reporting unauthorised pupil absences to parents, ascertaining the reasons for their absence.
- Ensuring that timescales are adhered to and any issues concerning CSE are passed on to the DSL or deputy DSL immediately.
- Attending safeguarding and child protection training, including that in relation to CSE.
- Contacting the police if they think a child is at immediate risk of harm.
- Creating a safe learning environment for pupils.
- Ensuring incidents of sexual bullying and harassment are dealt with by the school quickly and effectively.

## 6. Staff training

Sufficient child protection and safeguarding training will be undertaken by all staff members and school governors.

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

When planning training, the DSL and headteacher will take the context of the school 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

Staff training will be updated on a regular basis, at the discretion of the DSL and headteacher, ensuring that the information staff members have is up-to-date with sector developments.

Child protection and safeguarding updates will be provided annually at a minimum.

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.

## **7. Indicators of CSE**

Staff members will be aware of the pupils most at risk of being sexually exploited, including vulnerable pupils, excluded pupils and those 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
- Developing relationships, particularly of a sexual nature, with a significantly older person
- Changing their physical appearance
- Acting in a defensive manner
- Becoming involved in petty crime
- Having physical injuries without plausible explanation
- 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 in a manner which causes concern

## **8. Effects of CSE**

CSE can have long-lasting effects on a child and the school is committed to early identification in order 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

## **9. Online safety**

Online safety will be taught in line with the school's E-Safety Policy.

Online safety will be addressed as part of the wider ICT curriculum.

All staff members, pupils and parents will be made aware of the potential risks and dangers they may experience online.

Staff will be able to understand the risks associated with online safety and be confident that they have the relevant knowledge and capability to keep pupils safe online.

Staff will be trained to ensure they have the capability to support pupils with SEND online and can recognise the risks associated with online safety for pupils with SEND, for example, online bullying, grooming and radicalisation.

All pupils will be taught how to stay safe whilst online, including how to:

- Identify risks online.
- Recognise unsafe online contacts.
- Report concerns about themselves or others.

## **10. Sexting**

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.

Sexting will be handled as a child protection issue in line with the Child Protection and Safeguarding Policy and the Pupils' Electronic Devices 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.

The dangers of sexting will be taught alongside CSE in the PSHE 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 annual letters home and parent meetings about the dangers of sexting and the appropriate safety measures to be implemented.

## **11. Relationships and sex education**

Pupils will be taught about CSE in line with the school'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 school is dedicated to delivering these programmes of work with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

The school 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, through assemblies, leaflets, posters and the curriculum.

The DSL will work in conjunction with the relationships and sex education coordinator 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 to be more explicit and will adapt their planning of work in order to appropriately deliver the programme to pupils with SEND.

Topics taught in relation to CSE will include the following:

- Respect and responsibilities
- Consent

- Different types of abuse, including grooming and sexual exploitation
- Unhealthy relationships
- Skills to develop positive and healthy relationships
- Sexual bullying and peer pressure, including sexting
- Understanding dangerous and exploitative situations
- Gender stereotypes
- Risk taking and the consequences

## **12. Working with parents**

The school 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 school 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 school 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.

## **13. Reporting and referrals**

All members of staff and pupils will be aware of the reporting procedures, as well as the contact details for the relevant outside agencies.

Staff members will keep a log of any suspicious behaviour they witness, which is updated whenever an incident occurs. This log will be submitted to the headteacher at least once a week.

Any member of staff who suspects a pupil is at risk of, or has been the victim of, CSE, immediately reports the concern to the DSL or the deputy DSL.

Parents and members of the school community will raise any concerns they have regarding CSE with staff members as soon as possible.

All concerns and information regarding cases of CSE will be recorded in writing.

The DSL or the deputy DSL will make an initial assessment as to whether the school is capable of dealing with the issue.

If the DSL or deputy DSL believes the school is incapable of meeting the pupil's needs, CSCS will be informed.

If the pupil appears to be in immediate danger, the police will be contacted.

After the assessment, a multi-agency meeting will be arranged with the parents of the pupil, as well as representatives from CSCS.

Pupils will be made aware of the procedures for reporting concerns about CSE, including how confidentiality is guaranteed.

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

## **14. Providing support**

Staff members will undergo training on 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. All pupils will be able to identify at least three adults in the school who they feel like they could approach to talk to if they have a concern.

A listening culture within the school 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.

Trained staff will provide pupils with advice on where and how to obtain confidential advice, counselling and treatment, as well as advice on emergency contraception and its effectiveness.

## 15. 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>.

**Think U Know – Video resources**

This CSE related website includes a video resources section which can be used to teach young people about child grooming, online safety and sharing information, such as images of a sexual nature. These resources are best suited for young people aged 12+. For more information, visit:  
<https://new.thinkuknow.co.uk/professionals/>.