

	Oldfield Park Junior School		
	Policy for Safeguarding against Child Sexual Exploitation (CSE)		
	Date	Author	Notes
Drafted	November 14	MC	
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Reviewed	19/9/19	RVR	In line with KCSiE 2019
Committee: SGB		Governor: Katie Payne	

What is Child Sexual Exploitation (CSE)?

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming.

However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

What can OPJS do to protect children and young people from sexual exploitation?

OPJS Staff are well placed to teach pupils how to make positive choices and informed decisions in their future relationships so that they can protect themselves from sexual exploitation.

Positive relationships with school staff will encourage children to disclose any worries about their own safety or the safety of another pupil both now and in the future.

School policy, ethos and training

Oldfield Park Junior School promotes healthy friendships and relationships through our whole school ethos, safeguarding and behaviour policy and anti-bullying work.

The Senior Leadership Team and Governors are committed to deal with the issue of child sexual exploitation ensuring it is done in an appropriate and supportive way.

The Designated Safeguarding Lead ensures that all Staff has an awareness of the main issues covering risk factors, signs and indicators, useful resources and details of local services.

Preventative education

Linking teaching with relevant school policies, including those on sex and relationships education, e-safety, anti-bullying and child protection helps to ensure clear links with the whole school ethos and also help to take account of cultural and faith dimensions.

Key messages about healthy relationships are taught using age and stage appropriate language to explore topics such as friendships, appropriate touch, keeping safe, recognising and assessing risk and knowing how and where to get help when needed. Work with other agencies such as the NSPCC help in this. Social and Emotional Aspects of Learning (SEAL) materials are also used.

A wider range of topics relevant to the age and experiences of young people may also be covered such as:

- Respect and responsibilities.
- Awareness of unhealthy relationships, sexual exploitation and grooming.
- Understanding of dangerous and exploitative situations.
- Exploring gender stereotypes and gender roles.
- Increasing awareness of risk, assessing risk and the consequences of risk taking, including sexual bullying and peer pressure.
- Building skills and confidence in developing positive, healthy relationships.

Online Safety

All children and young people are at risk of online sexual exploitation and staff at OPJS ensure that online procedures are robust and that pupils are taught about

online risks, how to recognise unsafe online contact and be confident to report any concerns about themselves or others to staff in school.

Questions the Senior Leadership Team at OPJS consider when planning to teach about child sexual exploitation:

- Have staff training needs to increase knowledge and develop confidence been identified?
- Has the school explored working in partnership with the LSCB and other local specialist agencies?
- Are lessons integrated into the PSHE or other health and well-being programme in school?
- Is there sufficient time and resources to support the work?
- Has it been planned how to create a safe learning environment?
- Have topics in consultation with young people's learning needs been prioritised?
- Are all staff clear about the child protection procedures in school and are plans in place to support young people who may disclose?

These points are followed to create a safe learning environment:

- Young people need to feel safe and confident to fully participate in lessons and discussions.
- The following factors can help to create a safe learning environment:
- Agree ground rules with young people, including confidentiality. Confidentiality should be maintained in line with the school policy and the child protection policy.
- Model behaviour – be aware of values and attitudes, preconceptions and feelings.
- Be prepared to challenge any inappropriate language and attitudes including stereotyping.
- Recognise diversity within the teaching group and be aware of gender groupings.
- Consider whether mixed or separate gender groups are appropriate.
- Build trust – this sets the tone for lessons and helps to reinforce positive relationships.
- If using external teaching staff, ensure that school based staff are also involved in the lesson(s).

Partnership working

OPJS works with other agencies, such as the NSPCC, to ensure that the best possible support is in place for all stakeholders as well as effective policies and procedures in

place. On that point, working in partnership with the LSCB and being familiar with the LSCB procedures will help to support the school with any child protection concerns that arise as a result of this area of work.

Working with parents

Sharing concerns with parents may seem to be daunting but schools are often the first agency to notice that a pupil may be at risk. School staff can be a source of support for parents who have concerns about their child's behaviour, appearance or friends who are not part of the school community. OPJS offers support to parents by listening to their concerns and working with them to access appropriate agencies for further advice and support.