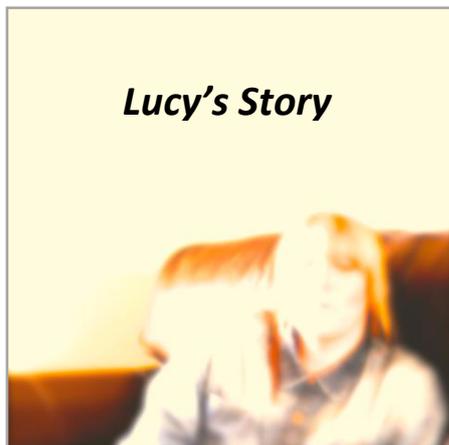


Staff Training Resources to accompany Derby Safeguarding Children Board (DSCB) films on Child Sexual Exploitation



Contents	Page
1. Introduction	3
• What is child sexual exploitation?	
• Grooming for the purposes of sexual exploitation	
2. Development of the CSE Films	4
3. Advice for School Staff when using the Films	5
4. Suggested CSE Awareness Lesson Plan using 'Lucy's Story'	6
• 'Lucy's Story' - chapters, messages and times	
5. Suggestions when using 'Learning from the Family'	8
• 'Learning from the Family' – chapters, messages and times	
6. Glossary Card Sort	11
7. Healthy/Problematic/Abusive Exercise	13
8. Newspaper/media accounts which could be used in the lesson to highlight some of the investigations nationally into CSE	14
9. Discussing Controversial Issues such as Racism, Sexism and Homophobia	15
10. Positive Relationships Word Search	16
11. Abusive Relationships Poster	17
12. Who are the 'Victims', Who are the 'Perpetrators' Exercise	18
• Pick out the perpetrator exercise	
13. Other Ideas	21
14. Key Agencies and Resources	22
• Local agencies and Resources	
• National agencies and Resources	

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1. Introduction

Derby Safeguarding Children Board and Derby People's Directorate has a commitment to protect children and young people from abuse and neglect, including Child Sexual Exploitation (CSE).

The way in which this will be achieved is outlined in the Derby and Derbyshire Safeguarding Children Boards joint [CSE Strategy](#). The strategy states how the two LSCB's will work together with partner agencies to reduce the level of and harm through prevention, protection, prosecution and a partnership approach.

For information about CSE in Derby, including Operation Kern Learning Review, DSCBs Safeguarding Children procedures which incorporate a specific chapter on safeguarding children from sexual exploitation, CSE Risk Assessment Toolkit, multi-agency safeguarding training programme (there is a specific CSE course), 'Say Something if You See Something' campaign and more, please see the DSCB website www.derbyscb.org.uk.

What is child sexual exploitation?

Current statutory guidance defines child sexual exploitation as:

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.

Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterized in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Children or young people can be tricked or groomed into believing they are in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol and generally treated as an adult to gain their trust. They might be asked to do things that make them feel uncomfortable and asked to keep it a secret from supportive adults, such as being asked for inappropriate (sexual) images on or offline.

Children and young people can be sexually exploited in different ways, sometimes on a 1-1 basis and sometimes in groups. People take advantage of naivety and youthful inexperience to exploit them. Sometimes it is about status, money, abuse, financial rewards, power and more.

Sexual exploitation may be carried out by adults against children or in peer on peer contexts and is not gender specific, as both boys and girls can be exploited.

Perpetrators of sexual exploitation can be male or female, of any age, ethnicity and background and may be perpetrating these crimes as an individual or part of a group.

Grooming: For the purposes of sexual exploitation

This is when a person, male or female of any age, gains the trust of a young person under 18 to take advantage of them in a sexual way. They can do this by being kind, understanding, giving gifts, sometimes plying them with alcohol or by creating fear; and they use that trust to sexually and physically harm them. Grooming can be achieved in an hour or over a year depending on the young person's protective factors. Grooming might also happen to the young person's parents and the professionals working with them. It is usually very subtle and can be direct or indirect, so friends and family can be fooled into helping the groomer get the child's trust.

Some young people remember what has happened others do not. Sometimes it happens once and for other young people it is repeated. It can happen with one perpetrator or multiple perpetrators at a party.

There is no single definition of grooming and the law is set around Internet Grooming, where an individual has to have contacted a child on one previous occasion (changed from two in 2015) to constitute grooming. They do not have to have met them, simply intended to do so.

2. Development of the CSE Films

The DSCB Child Sexual Exploitation multi-agency training course has involved a survivor of child sexual exploitation to ensure that the voice of the child is heard. The survivor, Lucy Smith, has given presentations about her experiences and the impact on her life as part of the course for the last four years. This input has been very well received by participants in both Derby and Derbyshire.

To ensure that future participants could learn from her experiences, it was agreed to record a film. Both Lucy and her parents, Diane and Gary, were keen to support this project on the understanding that the films were not made available for general use via the internet. It is vital that we respect their privacy and for this reason agencies are asked to sign an agreement before receiving a password for the DSCB website to access the two films.

The CSE films produced are:

'Lucy's Story' contains an account of her experience from being groomed at the age of 12 through to surviving exploitation at the age of 20. At the end of each chapter there are learning points to summarise her messages. The film is 30 minutes long and is suitable for transition year 6 and above.

'Learning from the Family' contains Lucy and her parents thoughts and feelings about their experiences of CSE. They give clear messages about reducing the risks of harm for other children, parents and families. This film is suitable for staff and parents to view, alongside the opportunity to discuss the film afterwards. The film is 33 minutes long.

Accessibility

The films are available to view via www.derbyscb.org once a password has been signed for and allocated. To obtain your password email naomi.feldman@derby.gov.uk. There will also be a limited DVD's containing both films for use in Derby and Derbyshire.

To reflect the population of Derby, **'Lucy's Film'** will be available in English, with BSL signing, also with Slovak and Polish subtitles and is also dubbed into Roma. If you check the menu you will be able to specify in which language you want to view the film.

Likewise the '**Learning from the Family**' film will be available in English, with BSL signing and also with Slovak and Polish subtitles. If you check the menu you will be able to specify which language you want to view the film in.

The films are free for staff, young people and parents in Derby and Derbyshire. If agencies outside of Derby and Derbyshire wish to purchase the films they can do so via Lucy Smith's training website www.wag1ltd.org.uk.

3. Advice for School Staff when using the Films

Staff should always see both films before using either of them in a learning environment so they are confident about the content. Staff members leading a learning session will also need to consider the potential needs of pupils, particularly those who are believed to be vulnerable, and be prepared to offer support and if necessary make a referral to Social Care.

A consultation exercise was carried out at West Park School with 25 pupils and teaching staff. They watched the 'Lucy's Story' film and on the basis of their feedback we advise the following:

What lessons do you think the film should be shown in?

- PSHE
- Sex Education
- ICT
- Drama

A double lesson would be needed – 60 minutes. 10 minutes to introduce, 30 minutes to view, 20 minutes to discuss or carry out an activity.

Resources: laptop, films, access to the internet and the DSCB password or the DVD. Sources of support may include the Designated Safeguarding Lead, School CSE Champion or Head Teacher, so it would be prudent to show the film when they are present, in case of any immediate safeguarding concerns then being raised by a young person. For example, on one occasion when Lucy delivered training in a classroom setting, five girls disclosed abuse. Teachers could also use some of the worksheets contained in this pack.

The consultation group advised that viewers should have permission to leave the room if they become upset and need to have some privacy.

The films could also be used with a smaller group of pupils or with a pupil with her/his parents. It might be that pupils prefer to watch the films in a single sex group.

If the film is to be shown to parents/pupils who communicate with BSL or who will watch the film with Slovak/Polish subtitles it would be important that a staff member with those language skills or a professional interpreter was available.

4. Suggested CSE Awareness Lesson Plan using 'Lucy's Story'

- 10 minutes glossary card sort – see section 6, page 11.
- 30 minutes showing the film. This could be run all the way through or stopped along the way to allow for discussion. A summary of each chapter, the key messages and times are outlined on the next page.
- 20 minute follow up activity from pages which must include an activity on support for children and young people.

Sample script:

“This film is being shown in schools to raise the awareness of the issue of Child Sexual Exploitation. This can affect boys as well as girls and can sometimes start from a very young age. It's important that everyone understands:

- How it can happen
- What are some of the signs that someone is being targeted
- Indicators that it has begun
- The damage that CSE can do
- What can be done to support a young person

Research has shown that young people are more likely to turn to a friend than an adult for help and so each one of you could play a role in the future in looking after someone who is being exploited or even harmed in their own home. If someone tells you they are in difficulties it is fine to explain to them that you want to be able to help them and for this reason you may need to ask for help from someone else. It's important that no one feels alone or overwhelmed by a problem.

The films may lead you to think of other worries about abuse that happens inside or outside the home. At this school/college/club who would you suggest someone speaks to for help (ask for ideas from the group and how these people can be found).

The film we are going to watch follows the experience of a young woman called Lucy who was groomed from the age of 12. It's a true story and it's very brave of Lucy to share her experiences to try to stop what happened to her from happening to anyone else. She is now a trainer and goes into schools giving talks. There are some terms/words used in the film that might be unfamiliar to you and so we are going to start with a card sort activity to help you understand Lucy's story.

At the end of the film we'll look at some of the issues in more detail and also talk about what support is available in Derby/Derbyshire.”

'Lucy's Story' - chapters, messages and times

The introduction reads: 'Child sexual exploitation is child abuse. This film tells the real story of Lucy, who started to be targeted and groomed when she was 12 years old. This led to her sexual exploitation by men pretending to be her friend. With support from her family and agencies she eventually survived the experience.'

Learning points at the end of each chapter

Chapter 1: Recognising the early stages of grooming. Time: 0:35 - 7:08

- Older teenagers do not genuinely want to be friends with very young teenagers.
- Grooming is an organised process that might involve your friends or young people our age.
- Young people involved in grooming share nothing about themselves but find out everything about you.
- Real friends are on the same level, trust each other and share their lives with each other.

Chapter 2: The illusion of good times. Time: 7:10 - 9:00

- People involved in grooming often 'hook' young people and trick them with excitement such good times, drugs and alcohol.
- Just because someone show you a good time, doesn't mean the relationship is safe.

Chapter 3: The illusion of love. Time: 9:02 - 12:12

- People involved in grooming, 'perpetrators', exploit the vulnerability of young people's feelings, especially their desire to 'fall in love'.
- Perpetrators will not fall in love with a victim no matter how hard a young person tries to be lovable. A perpetrator does not really care for the young person, they just want to use them.

Chapter 4: How sexual assault is made to seem normal. Time: 12:14 - 17:55

- Being exploited isolates the victim; the embarrassment and shame makes it hard to ask for help.
- The 'good times' are used to confuse the feelings that result from sexual violence.
- Abuse can start to feel normal due to the manipulation by the perpetrators.
- Sexual violence and danger can escalate rapidly.

Chapter 5: Trapped by isolation and fear. Time: 17:57 – 20:41

- Perpetrators separate the victim from their friends, family and education.
- This isolation destroys a victim's confidence to get on with their everyday life.

Chapter 6: Escaping exploitation. Time: 20:56 - 25:35

- Young people need to be separated off from their abusers.
- Without the influences of drugs and alcohol it becomes possible to have a clearer picture of the abuse.
- Recovery can be painful because there is time to face reality.
- Victims need safe coping mechanisms and professional help.

Chapter 7: Surviving exploitation. Time: 25:46 - 28:39

- Surviving takes place when there is a conscious decision to try and have a normal life.
- It is important to accept help and support from family, friends or carers.
- New friendship groups are part of helping to rebuild a new life.
- With reassurance and persistence your confidence can be restored.

5. Suggestions when using 'Learning from the Family'

This film is suitable for staff from all agencies and parents. It is advisable for any staff intending to show the 'Lucy Story' film to watch the 'Learning from the Family' first as it helps to give additional important information but it is potentially too explicit for young people.

The introduction to the film states: 'Child sexual exploitation is child abuse. Since the age of 12, Lucy was the victim of grooming and child sexual exploitation. Lucy and her parents, Diane and Gary, wanted to tell their story to try and reduce the likelihood that other families should suffer. They know that each person's experiences are unique to the individual. Here are messages that can add to the understanding of other families and also the agencies that work to protect children. Please listen to their story.'

To help you use this film a summary of each chapter, the key messages and times are outlined on the next page.

A consultation session was held with parents at Rosehill Children's Centre. They suggested the following prompt questions:

- Could you imagine your child talking in front of you like that?
- How would you know if your child's behaviour had changed?
- Do you think that this information would have come out at a parent's evening?
- Would it be any different nowadays?

They also said that:

- 'Having the breaks between the chapters was good because it gave you time to reflect.'
- 'I remember seeing the coverage on the news and wondered if it had anything to do with race' – please see page 17.
- 'The film went really well through all the steps of agencies being involved.'
- 'I was upset to hear what they'd been through but also intrigued to find out how they'd come through it.'
- 'It will definitely be effective at preventing abuse, by becoming more aware and helping agencies to be on the same page.'

'Learning from the Family' - chapters, messages and times

Chapter 1: The grooming process. Time: 0:44 - 4:46

- Grooming can start with friends that have been exploited and can then progress to involve adults.
- Once the exploitation has started the level of sexual violence can accelerate very quickly.
- Perpetrators can manipulate by playing 'good cop/bad cop'. They can also use younger boys and girls to trick other young people.

Chapter 2: Becoming alert to child sexual exploitation. Time: 4:48 - 7:34

- Even children who are well protected can be targeted by those who want to exploit them.
- Sex education helps children to know what is and what isn't normal behaviour.

Chapter 3: The role of school staff. Time: 7:36 - 15:56

- Teachers need to be aware of changes in behaviour such as truancy, not joining in PE and grades falling. Asking pupils the reasons behind the changes in behaviour provides an opportunity for pupils them to ask for help.
- School staff need to keep having high expectations of pupils and never give up on them.
- School staff have a duty to share information and involve the parents so that a jigsaw of the pupils life can be created. If information is shared, pupils can't play one adult off against another.

Chapter 4: Disclosing abuse. Time: 15:56 - 18:58

- Young people wanting to share their feelings often wait to be asked, even if they are worried about what might happen next.
- Keep calm without underplaying the situation, and take it seriously without making the the young person feel that they have done something wrong.
- Be sympathetic, be realistic, say you will do everything you can do to put it right, use the words that the child uses so they know you understand, be realistic and be open and honest.
- The listener also needs to understand that the perpetrator might have made the young person very confused about their feelings and their perception of events.

Chapter 5: The impact of fear and coercion. Time 19:01 - 21:36

- Child sexual exploitation is a very serious crime which needs a high level of response from the police.
- Perpetrators use threats and intimidation against family members in order to control the victim.
- A consenting relationship does not involve fear.

Chapter 6: Response from protective agencies. Time: 21:50 - 24:44

- The response from agencies needs to be consistent to help the victim have a clear perspective of the crime.
- The same people need to be involved throughout the case so that the victim can have a trusting relationship with agency staff.

Chapter 7: The role of counsellors. Time: 24:46 - 27:29

- Without breaching confidentiality, counselling services should still reassure the parents and keep them in the loop as far as possible.
- Fathers need to be encouraged to continue supporting their daughters and sons, they have a very positive role to play.

Chapter 8: Final messages to parents and professionals. Time: 27:31 - 33:0

- The family must be part of the multi-agency approach, they are part of the answer for the child.
- The problem of exploitation is complicated and may take a long time to resolve.
- Families need to keep their own records and ask for what they want to help ensure clear and positive outcomes.
- Families should not be ashamed of having Social Care involvement, because asking for help is part of being a good parent, not a sign of failure.
- A strong multi agency team is needed to break the bond between the perpetrators and the child.

6. Glossary Card Sort

Please photocopy and laminate the chart below. After individual cards have been created, the emboldened words can be matched to the explanations on the right hand side to create a card sort activity.

Child/Young Person	Any person under 18 years of age
Capacity	Ability to understand - not affected by a learning disability, illness, pain or alcohol/drugs
Coerced	Being tricked/pushed/forced into doing something you don't want to do
Consent	Freely/happily agreeing to (consenting) something
Desire	Wanting someone or something, a wish or longing
Disclosure	To tell someone what has happened to you
Exploitation	Being abused/used and taken advantage of
Gang	A group of people, who may be involved in criminal behaviour. Often have a 'patch', gang name and gang colours.
Intimidation	Someone putting unpleasant pressure on you to do something
Isolate	Making you feel alone, separating you from friends/family
Manipulate	Tricking you to do something you don't want to do
Motive	The reason behind someone's good or bad behaviour
Paedophile	An adult who is sexually attracted to children
Perception	The way that you see/understand something
Perpetrator	The person carrying out an unpleasant action against someone

Rape	Legally, this means forcing penetrative sex on another person of either sex
Strategies	Planned actions
Targeted	When you are picked out and pursued by another person
Therapy	Support to help someone recover from being hurt/harmed
Untraceable	Someone who can't be found
Victims	People who have been harmed/upset/hurt
Vulnerability	A weakness which someone can take advantage of

7. Abusive/Healthy/Problematic Exercise

This exercise helps to promote discussion and can be done by asking pupils to stand on a sliding scale, raise their hands in the air or by holding a red/green/amber card.

The child/young person is involved in sexual interactions with children/ young people who are much older
The child/young person is involved in sexual interactions with children/ young people who are much younger
The child/young person engages in sexual activities with children/ young people they do not know well
The child/young person uses trickery, bribery or force to engage in sexual behaviours
Other children/young people complain about the child's or young person's sexual behaviours
The child/young person talks about sex using adult slang
The child/young person talks about activities they've seen on TV/online
The child/young person arranges to meet someone they've 'talked to' whilst on-line gaming
The child/young person accepts friendships for favours (sweets, alcohol, money)
The child/young person agrees to invite the pretty girls in class to their older brother's party
Boy posts photo on Tinder saying he's four years older than he really is
Girl agrees to go out with her dad's best friend
Mates agree that it's easy to have sex with girls who are from a different culture

You could ask the group to come up with other 'dilemmas' so long as it does not risk exposing a pupil to ridicule.

For more information refer to the <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>.

8. Newspaper/media accounts which could be used in the lesson to highlight some of the investigations nationally into CSE

Use current articles/media accounts that illustrate the issue. For example:

Regarding the Independent Jay Report into CSE in Rotherham

About 1,400 children were sexually exploited in Rotherham over a 16-year period, according to a report that concluded "*it is hard to describe the appalling nature of the abuse that child victims suffered.*"

Jay said she found examples of "*children who had been doused in petrol and threatened with being set alight, threatened with guns, made to witness violent rapes and threatened they would be next if they told anyone.*"

Jay said: "*They were raped by multiple perpetrators, trafficked to other towns and cities in the north of England, abducted, beaten and intimidated.*" She said she found girls as young as 11 had been raped by large numbers of men.

The spotlight first fell on Rotherham in 2010 when five men, described by a judge as sexual predators, were given lengthy jail terms after they were found guilty of grooming teenage girls for sex.

The prosecution was the first of a series of high-profile cases in the past four years that have revealed the exploitation of young girls in towns and cities including Rochdale, Derby and Oxford.

Guardian, 26/08/2014

51 year sentence for men in Leeds child sexual exploitation case

Four men have today been sentenced at Leeds Crown Court to a total of 51 years for child sexual exploitation.

Tariq Islam (sentenced to 13 years), Nasir Sultan (12 years), Amir Zaman (11 years) and Zafar Iqbal (15 years) were sentenced for committing rape and other sexual offences against a child aged 12 to 14 between May 2010 and September 2012 and were convicted by a jury yesterday. Also convicted of offences of a sexual nature were Arshid Younis, Abid Younis, Farahk Younis, Junaid Rashid, Shazabe Hussain, Zafar Iqbal and Awais Butt. They will be sentenced at a later date.

Andrew Penhale, Deputy Chief Crown Prosecutor, CPS Yorkshire and Humberside said: "*Ten individuals have been convicted of offences which involve a shocking catalogue of child sexual exploitation. The victim was targeted by older men precisely because of her youth and vulnerability. The offences involved an appalling breach of trust - the victim was groomed and plied with cigarettes, alcohol and drugs to make her compliant. The defendants then showed a complete lack of remorse for their actions, with ten of them claiming throughout the contested trial that the allegations were fabricated, or that they believed the victim to be over 16.*"

The victim of these terrible crimes has shown immense courage, not only to make a complaint initially but to then give evidence in a long and complicated trial. The prosecution of these men could not have succeeded without her evidence. We hope that the convictions/sentences handed down today will help her to begin to rebuild her life."

CPS, 02/06/2015

9. Discussing Controversial Issues such as Racism, Sexism and Homophobia

One of the issues highlighted in Rotherham was how senior figures in agencies including the Police and Social Care hesitated to investigate and take the victims seriously due to anxiety about being seen as racist. In the case in Rotherham the perpetrators were of Pakistani, Muslim origin. It would be worthwhile to think of your response about this issue in the event that pupils want to discuss it in class. Possible responses could be:

- Abuse happens in all societies and all types of families and yet no religion or culture endorses or agrees with child abuse.
- People accused of abuse still need to be protected within the justice system but it is important that we never forget the victims of abuse by becoming solely focused on the perpetrator and their feelings.
- There are times when groups of people dehumanise another group of people to make it easier to abuse them. Describing young girls or boys as 'easy meat' would be a horrible example of this.
- No-body should ever feel pressured to be silent about abuse for fear of seeming racist or sexist or criticised in a similar way.
- In Rotherham some men abused both White British girls and Pakistani Muslim girls to exploit them economically (make money from them). Many of the Muslim girls and young women felt that they were unable to get support and protection from the authorities.
- It is important that all agencies (police, social care, health, education) make themselves accessible and engage with all communities (Muslim, Roma, Polish, White British) so that if anyone is abused they feel able to ask for help and be protected.
- Do you know of different sayings which suggest that people of a different culture are 'easier to be in a relationship with'?
- Do you think that there is pressure on young boys or young girls to keep quiet about abuse? Why do you think that might be?
- Do you think that boys are ever tricked into being abusive? What kinds of things could be said or done to put pressure on them?
- How could boys or girls react to protect themselves from being coerced into being hurtful to others?

10. Positive Relationships Word Search

R	S	F	T	S	U	R	T
E	B	V	L	J	J	T	B
S	R	Y	O	E	P	R	A
P	R	I	V	A	C	Y	L
E	U	W	E	Q	K	P	A
C	E	F	A	I	R	P	N
T	W	O	K	F	A	U	C
E	R	I	G	H	T	S	E
T	N	E	S	N	O	C	D
D	W	P	B	U	D	S	N
E	R	A	C	F	Y	I	J

Find the following words:

Balanced, Respect, Rights, Privacy, Trust, Love, Fair, Consent, Fun, Kind, Care

12. Who are the 'Victims', Who are the 'Perpetrators' Exercise

Ask the group to call out their ideas about who are the victims and who are the perpetrators. Then share the common misconceptions and the real picture below.

Common misconceptions

Victim	Perpetrator
<ul style="list-style-type: none"> • Female • Highly sexualised and promiscuous • 14-16 years old • White/British • Rebellious • Choose to sell themselves 'child prostitutes' • Looked after child 	<ul style="list-style-type: none"> • Male • Recluse – lives alone • Aggressive and nasty character • Criminal e.g. drug dealer • Asian • 25-40 years old • High sex drive

The Real Picture

Victim	Perpetrator
<ul style="list-style-type: none"> • Any age – as young as 4 years old and up to 18 years old • Male or female • Any ethnicity • Any community • Any area • Mostly from family homes, not looked after children • No such things as a 'child prostitute', only child abuse • Manipulated, threatened and controlled – this is not a choice 	<ul style="list-style-type: none"> • Male or female • Peers • Respectable • Plausible • In positions of trust or power • Not all in a gang or 'ring' • Only some have previous convictions • Families and partners • Jobs and education • Online or local • Any age • Any ethnicity • Any religion

This can be followed by the card sort exercise 'Pick out the Perpetrator' which aims to give young people a real insight into who can be a perpetrator.

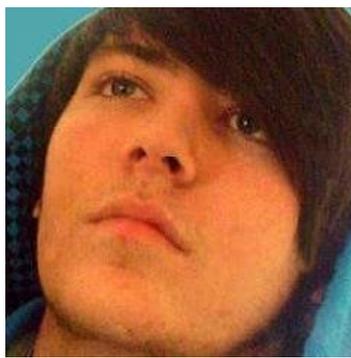
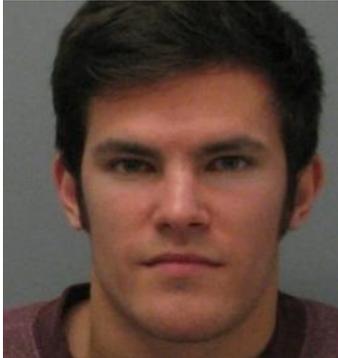
It hopefully dismisses some stereotypes about age, gender and ethnicity etc.

Show the pictures (see following page) to young people and ask them to pick out the perpetrators of CSE.

They are all perpetrators.

When feeding back dismiss the stereotypes and ensure they know that anyone, any age, any ethnicity, any background can be a perpetrator and that it can happen within and outside the child/young person's home.

Pick out the Perpetrator

 <p>1.</p>	 <p>© INS News Agency Ltd.</p> <p>2.</p>	 <p>3.</p>
 <p>4.</p>	 <p>© Andrew Tetlow</p> <p>5.</p>	 <p>6.</p>
 <p>7.</p>	 <p>8.</p>	 <p>9.</p>
 <p>10.</p>	 <p>11.</p>	 <p>12.</p>

Pick out the Perpetrator 'who's, who'

<p>1. Helen Turnbull, 35, teaching assistant. Convicted of grooming a 16 year old pupil in her class. Received 4 months suspended sentence, to sign sex offenders register for 5 years and lost her job/marriage/home.</p>	<p>2. Kagiso Manase, 26. Guilty of two counts of sexual activity with a child, 2 counts of causing or inciting a child to engage in sexual activity and one count of sexual assault. He was sentenced to 4 years' imprisonment.</p>	<p>3. Paul Wilson, 20, nursery worker. Abused a toddler and more than 20 young girls online. Guilty of 2 charges of rape, 16 counts of causing or inciting a child to engage in sexual activity, 25 of making indecent images, and 3 of distributing images of children. Sentenced to a minimum of 15 years prison.</p>
<p>4. Nicholas Geddes, 24. Groomed up to 100 boys online through gaming sites. Met and abused 6 of them. Found guilty to meeting a child following sexual grooming, sexual activity with a child, attempted rape, rape and trafficking within the UK for sexual exploitation. Sentenced to 15 years prison.</p>	<p>5. Andrew Tetley, 28, teaching assistant. Had affair with 15 year old pupil. Found guilty of sexual activity with a child as a person in a position of trust. Sentenced 6 months, suspended sentence for 2 years. He lost his job and can never work with children again.</p>	<p>6. Vanessa George, 39 nursery worker. Sexually assaulted children at her nursery, recorded it on her mobile phone and passed the images onto others. Guilty of 7 counts of sexual assault, and 6 of making and distributing indecent pictures of children. Sentenced to a minimum of seven years.</p>
<p>7. Amardip Bhopar, 28, teacher. Groomed and had sex with a teenager with learning difficulties. Guilty of sexual activity with a child. Sentenced to 2 years imprisonment.</p>	<p>8. Jeremy Forrest, 30, teacher. Jailed for 5½ years for grooming, abducting and having sex with a 15-year-old pupil he ran off with to France. Banned from working for children for life and put on sex offenders register.</p>	<p>9. Shabir Ahmed, 59, delivery driver. Ring leader of a group of 9 men. Found guilty of 30 rapes, aiding and abetting a rape, sexual assault, Trafficking for sexual exploitation, conspiracy to engage in sexual activity with children. Sentenced to 19 years in prison.</p>
<p>10. Amir Zaman, 25. Part of a 4 man group found guilty of abusing a teenage girl. Jailed for 11 years for 4 offences of sexual activity with a child.</p>	<p>11. Mubarek Ali, 29. Part of a gang who abused four teenage girls. Sentenced to 22 years for controlling child prostitution x 4, causing child prostitution and two offences of trafficking in the UK for the purpose of prostitution.</p>	<p>12. Zdeno Mirga, 18. Ring leader of a gang who abused five vulnerable girls, including one with learning difficulties. Sentenced to 16½ years in a young offender institution (YOI) for eight rapes and inciting prostitution.</p>

13. Other Ideas

➤ **Consent film clip**

A very useful (and amusing) film 'It's as simple as tea' which addresses the issue of consent is available on YouTube. www.youtube.com/watch?v=oQbei5JGiT8



Be mindful, there is a clean version available and a version containing swearing.

➤ **Creative writing**

Link the issue to a creative writing session. In a box have trigger objects such as a shoe, sweet cigarettes, money (Monopoly money), mobile phone, empty bottles and/or cans of alcohol. Then ask the group to create a story showing how the same event can develop in different ways according to the choices that are made.

➤ **CSE resources for Primary schools.** The DfE have funded BLAST (based in Leeds) to co-ordinate the development of national CSE resources for primary schools. The project has involved Derby primary schools and includes a film 'Alright Charlie?', a guidance for teachers and other professionals teaching pack and pupil workbooks. These are being launched in March 2016, the film and resources will be available on the BLAST website www.mesmac.co.uk/projects/blast from the end of March.

➤ **Online recourse from TES**

TES have a large range of resources about PSHE which can be accessed via their website: <https://www.tes.com/teaching-resources/>

➤ **Anonymous questions**

Give pupils the opportunity to ask anonymous questions. This could be at the end of the session ready for the teacher to pick up and the beginning of the next session. Questions in a hat (image of a hat).

➤ **Ensuring that support is available**

Who would I go to for support? Ask pupils to write on a name on each petal of someone that they would trust to ask for support.



Or ask them to draw around their hand and place a name in each digit.

➤ **Asking for help word storm**

How could you start a conversation to ask for help?

- "I'm really worried about something..."
- "There is something bothering me..."

Ask for suggestions from the group.

14. Key Agencies and Resources

Key Local Agencies and Resources

- **Children's Social Care:** First Contact Team 01332 641172, Careline (out of hours, weekends and bank holidays) ☎ 01332 786968.
- **CSE Child Protection Manager (CPM),** via Eastmead ☎ 01332 717818 for consultancy, advice and training.
- **Agency based CSE Champions:** all agencies have a CSE Champion. If you don't know yours ask your manager or agency safeguarding lead.
- **Safe and Sound,** support for young victims and those at risk of child sexual exploitation within Derby and Derbyshire. Includes the Safe and Sound hub and spoke model developed to assist work in Derby/shire and Families Against Child Exploitation (FACE) Parent support Group, for parents who have experienced CSE within their families. ☎ 01332 362120 or see www.safeandsoundgroup.org.uk
- **Police:** ☎ 101 or in an emergency ☎ 999 or see www.derbyshire.police.uk
- **Derby Safeguarding Children Board (DSCB):** www.derbyscb.org.uk Contains key local safeguarding information, procedures and resources:
 - Local safeguarding children procedures and guidance, with the link to the Derby and Derbyshire Safeguarding Children Procedures (including chapter 1.6.11 Children abused through sexual exploitation) as well as our local protocols, guidance documents, assessment tools and leaflets.
 - CSE page with a range of information, tools, leaflets, posters and the CSE risk assessment toolkit.
 - Dedicated page for education providers with information about the education Hub (a subgroup of the Derby Safeguarding Children Board), safeguarding update service for education providers, schools safeguarding/child protection template policy, training pathways for education providers.
 - Training courses and events page with free safeguarding e-learning, a multi-agency training programme and safeguarding films including the CSE films.
- **SV2:** www.sv2.org.uk Supporting victims of sexual violence. Their work also includes facilitating schools based consent workshops.
- **NSPCC Schools Service Derby and Derbyshire:** www.nspcc.org.uk/services-and-resources/working-with-schools/childline-school-service/ Assemblies and workshops in primary schools to support pupils to develop their understanding of sensitive and important safeguarding issues.

Please stress to young people that they too are citizens and have the right to contact agencies to ask for information, advice, support or help and to report a crime.

National Agencies and Resources

- **CEOP - Safety Centre:** www.ceop.police.uk/safety-centre/ National internet safety advice, help and report centre. Has a large range of resources and materials for children, young people, parents, carers and professionals.

- Report centre - if a child you know has experienced sexual or offensive chat that has made them feel uncomfortable or someone is trying to meet up with them.
- The CEOP Command's **Thinkuknow** programme (www.thinkuknow.co.uk) provides resources, training and support for professionals who work directly with children and young people. Thinkuknow also has specific information for:
 - Children aged 5 to 7
 - Children aged 8 to 10
 - Young people aged 11 to 16
 - Parents and Carers
- **UK Online Safety Centre:** <http://www.saferinternet.org.uk/> E-safety tips, advice and resources to help children and young people stay safe on the internet. A large range of resources for children, young people, parents, carers, teachers and professionals. Includes education resources, materials for safer internet day (including school packs), e-safety policy, safety features on social networks, hotline for reporting online sexual abuse content, online safety newsletter and an online safety helpline for professionals.
- **NSPCC:** www.nspcc.org.uk Large range of services and resources to help prevent child abuse and neglect. Information about abuse and neglect and keeping children safe, including:
 - **Talk pants, the underwear rule** – keeping children safe from sexual abuse resources for schools and teachers 'How to talk PANTS in the classroom', including a lesson plan, slide presentation, curriculum links, classroom activities and more.
 - **Share Aware** (online safety)
 - **NSPCC Net Aware** keeps you up-to-date, with simple advice on what's new in social networking. We review privacy settings, suitable ages and appropriate content.
 - **Healthy sexual behaviour in children and young people**

Also provides and facilitates the following:

- **Helpline** for anyone worried about a child
- **Childline** if a child you know needs someone to talk to because of anything which has upset them
- **Safeguarding in Education Self-Assessment Tool**
- **NSPCC Schools Service** (see local support services)
- **NSPCC Child Trafficking Advice Centre**
- **National Working Group:** www.nwgnetwork.org
- **PACE:** www.paceuk.info Parents against child sexual exploitation.
- **BLAST Project:** www.mesmac.co.uk/blast National boys and young men's sexual exploitation service and CSE resources for primary schools (from end March 2016).
- **Department for Education:** www.gov.uk/government/organisations/department-for-education
- **STOP:** www.stop-cse.org/
- **National Action Plan:** www.gov.uk/.../tackling-child-sexual-exploitation-action-plan