Child Exploitation Practitioner Resource

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CHILD EXPLOITATION PRACTITIONER RESOURCE

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Introduction and Definitions

Throughout this resource, we will be referring to all under 18's as children. This helps us focus on who is responsible for safeguarding children, as children cannot be responsible for their own abuse

Introductions:

We have developed this toolkit to support practitioners working with children who are at risk of, or who are being exploited. Many of the resources and tools are applicable for all types of exploitation.

The areas we have focused on are:

- **Raising Awareness of Sexual and Criminal Exploitation to Assist Professional Response**
- **Reducing Children's Vulnerability and Improving their Resilience to Assist Professional Response**
- **Disruption Techniques to Assist Professional Response**

Raising Awareness of Child Exploitation to Assist Professional Response:

The trauma of any Child Exploitation (CE) often requires longer-term support because even though the physical and psychological abuse experienced may have stopped, children will require some ongoing level of care and support because of issues including:

- mental health
- self-harm
- low self-esteem and confidence
- ability to build trusting and healthy relationships
- drug and alcohol abuse
- Post-Traumatic Stress Disorder
- Interrupted education whilst they were suffering abuse
- Family disruption

Reducing Children's Vulnerability and Improving their Resilience:

Children displaying vulnerabilities such as poverty, family breakdown, and lack of interaction with services, frequent missing episodes and school exclusion are more likely to be targeted for exploitation. As with the other factors identified, being excluded from school is not necessarily the only causative contributing factor to the increased risks, but with children not being occupied during the day and often unsupervised; they are more exposed to being targeted. However, whilst this may increase vulnerability, perpetrators are known to adapt their grooming methods and may also target those children who have experienced none of those vulnerabilities. All professionals need to be vigilant and recognise and respond to risks/concerns.

It is necessary to assess and identify children's specific vulnerabilities to target the support and interventions required

Having an effective, engaging, consistent and stable relationship will have a positive impact on the child and family and will reduce the risk of re-victimisation by adopting a model of support that aims to reduce risk factors, increase protective factors and increase their resilience levels. Adopting a child centred and trauma informed approach gives children the skills to strengthen their ability to recover from abuse and exploitation.

In order to avoid re-traumatising children, careful consideration should be given to what tools, particularly some videos of CSE/CCE, are used in direct work with children

Practitioners should be available emotionally for the children and be skilled in working in a trauma informed way, with the knowledge and understanding of attachment theory and relationship-based practice.

Disruption Techniques to Assist Professional Response

Tackling CE is a complex task.

There are similarities between different forms of exploitation and the criminal and sexual exploitation of children may overlap

Victims of CE may at any one time be subject to both Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE). It is vital that frontline practitioners recognise, and by working together, deploy tactics to disrupt multiple types of exploitation when they occur. An important part of the Disruption Toolkit is the submission of intelligence collected in our

work [see Disruption section below]. This information is used to build a picture in order to assist the Police to prevent and disrupt crime.

Definitions:

In simple terms Child Exploitation is abuse and as such is characterised by an imbalance of power in favour of those perpetrating the abuse and/or some form of vulnerability on the part of the victim.

Working Together 2018 Definition: Child Sexual Abuse (CSE):

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

Working Together 2018 Definition: Child Criminal Exploitation (CCE):

CCE is common in county lines & occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. **CCE does not always involve physical contact; it can also occur through the use of technology.**

The Children's Society Definition: CCE:

The Children's Society uses a definition of CCE from children who describe it as '**when someone you trusted makes you commit crimes for their benefit'**.

The Children's Society Definition conveys the key components of exploitation: 'a trusted person taking advantage of vulnerability to deceive, control, coerce or manipulate children into criminal activity'. In some cases, children are enticed to take part through manipulation and the promise of reward, and in other cases violence and threats of violence play a more

direct role in how control is exerted. Coercion and violence go hand in hand in cases of exploitation.

Children can be exploited in multiple and overlapping ways such as human trafficking, forced labour, domestic servitude and organ harvesting. **When children are being trafficked they are having their travel arranged or facilitated for the purpose them being exploited.**

The multi-agency response to CSE and working with children and families has evolved over a number of years. This has been developed based on research, practitioner's knowledge and experience. More recently, the emerging threat and risk in relation to CCE has recognised that this is a welfare issue, rather than purely a criminal justice issue.

Raising Awareness of Child Exploitation to Assist Professional Response

Nationally the term Child Exploitation (CE) is used to encompass all forms of exploitation including sexual exploitation (CSE) and criminal exploitation (CCE). There are identified common factors for exploited children, which covers all types of exploitation such as children going missing, children not in education and children with learning needs and disabilities.

Research informs us that we tend to categorise boys as being criminally exploited and girls as being sexually exploited which can narrow our understanding of the wider risks for these children.

It is important to recognise as practitioners that children do not fit neatly into one form of exploitation, they can be both criminally and sexually exploited at the same time

Grooming

Grooming is when an individual/group forms a relationship of trust with a child (and their parent/carer in some cases) for the purposes of exploitation. It takes many forms, and is not always a linear process, resulting in children who are being exploited not recognising the relationship as abusive. Grooming is acknowledged as a key method in many instances of CSE and CCE. Many children do not understand that they have been groomed or that what has happened is abuse. Both males and females can be exploited. **Boys are thought to be more targeted for CE the reality is that they are also targeted for sexual exploitation, or both.**

Stages of Exploitation:

Targeting stage: This is when an exploiter targets a child who is vulnerable. Exploiters pick their targets based on things like age, strength or situation. Certain signs are an exploiter observing a child, finding out a child's vulnerabilities, needs and wants, selecting a child as a target, glamorising their own lifestyle, gaining, and developing the child's trust. Children can be targeted online for both CSE and CCE.

Experience stage: In CCE this stage is where an exploiter might try to get a child used to their lifestyle, or train them up in what they are doing. The exploiter may make a child feel wanted by including them in their activities and test out their loyalty by encouraging anti-social activities. An exploiter may give them a weapon, introduce a child to more established members of their gang and ask to see and test their skills.

In all forms of exploitation, exploiters may listen to a child and remember what they say, offer protection or advice, relate to them, give them a sense of belonging and offer praise

Exploiters often work to make children become isolated from families and other safe adults in order to make the child more dependent on them

Exploiters will break down children's boundaries through testing their willingness to be touched for example, initiating a tickle then increasing to sexual touching.

Gain: The child may be given or promised tangible rewards (money, clothing, food, phones, and alcohol/drugs) and/or intangible rewards (status, affection, protection, excitement). Gaining status through assisting in some form of criminal activity such as carrying, disrupting and supplying drugs.

For CSE having an older boyfriend/girlfriend, invited to parties, being treated as a grown-up etc - all of which are natural and age appropriate desires for teenagers in order to develop their independence.

The grooming process exploits a teenager's natural developmental stages such as wanting autonomy and excitement, both making them more vulnerable to exploitation

Hooked stage: In relation to CCE this is the stage where an exploiter will make a young person feel like they are a member of their gang, even though they are just exploiting them. Having a dependency created by their exploiter, being exposed to possible consequences to their actions, being given access to information, engaging in activities such as drugs, alcohol and sexual behaviour, being asked for favours/to keep secrets/to recruit others to the gang and possibly becoming involved with trap houses.

In relation to CSE children can start believing they are in a loving relationship and become engaged in forbidden activities, such as a sexual relationship, drinking alcohol, going to night clubs. The fear of being found out can result in further alienation from safe adults.

Unbalancing a child's emotional wellbeing by being inconsistent in giving and withdrawing affection and praise, makes a child dependant

Trapped stage: When a child feels dependent, their relationship with their exploiter may start to become unpleasant, as their exploiter's true intentions or character is revealed. At this stage, a child may experience threatening behaviour, physical violence, attempts to reinforce their dependency/make them indebted to their exploiter, blackmail and making them have sex with others, etc.

Exploiters play on the child's guilt, shame and fear making it easier to then further isolate them from their family, friends and society

Direct work with parent/carers is important to help them understand and disrupt this dynamic

In CCE it can include 'fake' muggings organised to create a debt, physical violence and sexual assaults including strip searches. Drugs may be inserted in the child's rectum or vagina to avoid detection if stopped by the Police (referred to as **plugging**). Exploiters may force children to abuse other children, assault or even stab or shoot people, or threaten to expose their mistakes to others, involve them in Class A drugs (cooking or running), in running a trap house, or encourage drug addiction (resulting in them having less money).
Counting lives Responding to children who are criminally exploited, July 2019

Related to gain, many children who are trafficked to the UK are forced into exploitative situations, such as cannabis cultivation, sexual exploitation and domestic labour on the premise of a 'debt bondage' for the cost of their travel. **'Debt bondage'** is a method that has also been documented in CSE and CCE, where children are provided with material things (e.g., clothes, alcohol) and then threatened with an accumulated 'debt'.

Children and their families can also be threatened with or experience violence, or other forms of punishment to ensure compliance (e.g., the threat of sharing a naked image of the child online).

Choice: The issue of 'choice' is where grooming and gain intersect. Where a child appears to have 'chosen' to engage in an activity they do not believe to be abusive, and are 'gaining' from that activity, this is frequently misidentified by professionals as consensual behaviour

Government guidance on CSE and CCE recognises this dynamic and reiterates that an activity can still be exploitative even if it appears consensual.

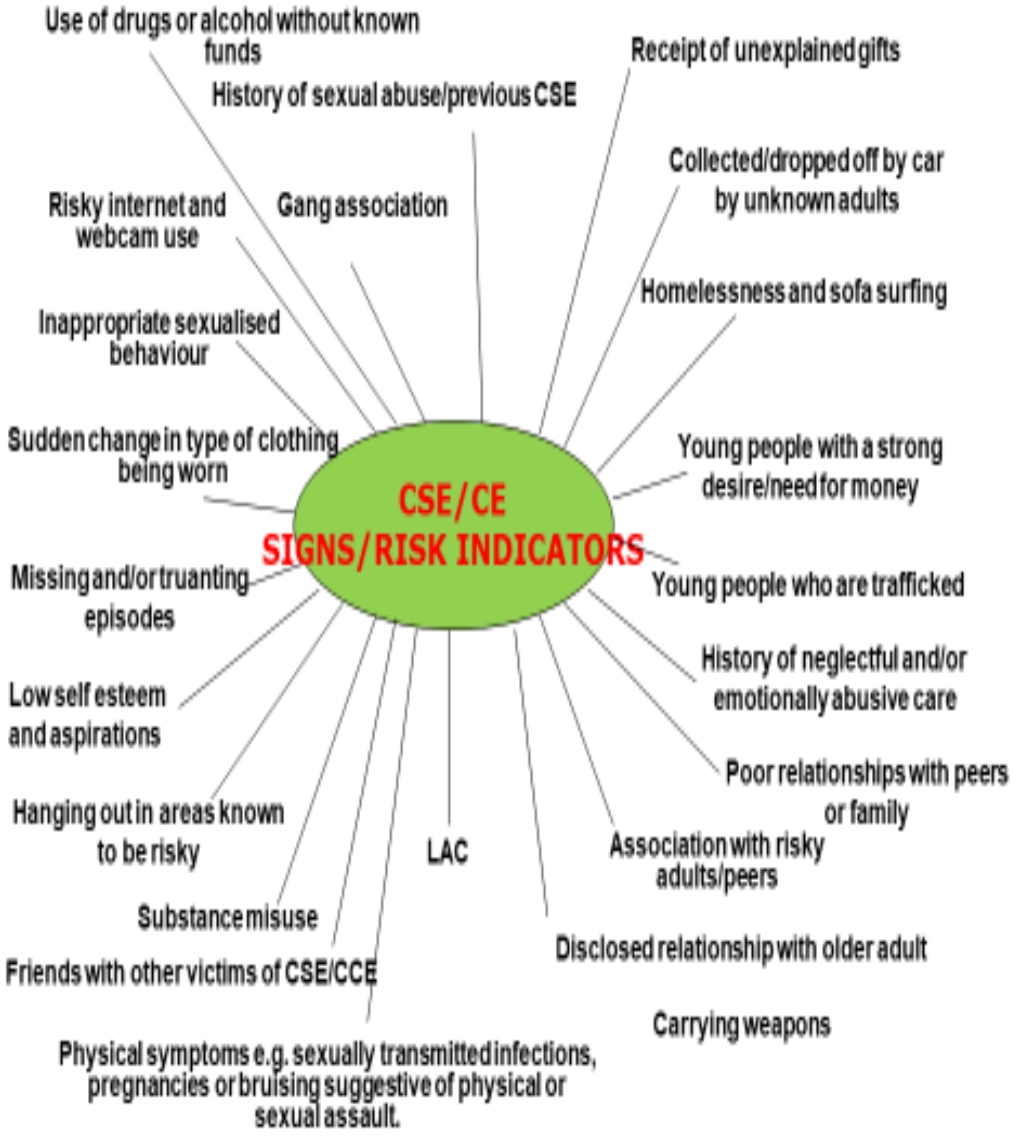
No-one below the age of 16 can consent to engage in sexual activity with another person

(Department for Education, 2017; Eaton and Holmes, 2017, Home Office, 2017; Pearce, 2013)

It is common across all forms of CE for some children to be instrumental in the exploitation of peers. This dynamic is exacerbated by the increased influence that peers have over a child's decision-making during adolescence. Children who abuse others in these contexts are likely to have been coerced into this activity and/or to believe that complying will keep them (and others) safe. **This is recognised as a component of CSE and CCE and can position some children as both 'victims' and 'perpetrators' of abuse.**

Signs of Exploitation

The following is an example of *some* common signs of exploitation.



Different dangers; same signs

Push Pull Factors:

Identifying the push and pull factors is a useful tool when assessing a child's vulnerabilities to exploitation. This is not an exhaustive list.

- Going missing – the most immediate indicator of vulnerability to sexual exploitation
- Disengagement from education
- Drug and/or alcohol dependency
- Physical symptoms e.g. sexually transmitted infections, miscarriage, abortion, bruising or marks indicating physical or sexual assault
- Children who have not received appropriate levels of attention from concerned adults
- Associating with older men or other 'risky' adults
- Accounts of social activities with no plausible explanation of the source of the money to fund these activities
- New possessions, acquisition of money, etc without plausible explanation about their source
- Being alienated from family or community
- Being in care and having placement breakdown
- Associating with other children who are known to be victims of exploitation
- Some kinds of offending behaviour

- Being liked by someone older;
- Being liked/fancied enough that a stranger asks for their mobile number;
- Meeting someone who thinks they are special on the internet;
- Receiving alcohol, drugs, money or gifts;
- Getting a buzz and the excitement of risk taking/forbidden behaviour;
- Being offered somewhere to stay where there are no rules/boundaries;
- Being taken along to adult entertainment venues, red light or gay cruising areas (public sex environments);
- Being given lifts, taken to new places, and having adventures with a casual acquaintance.

Establishing Trusting Relationships

It is important to recognise that building a trusted relationship between children and practitioners is essential to effective communication and risk management

Establishing relationships takes time!

Key qualities required from practitioners are persistence, tenacity, creativity and ability to respond quickly. Adopting a person-centred, long-term approach enables us to build relationships of trust with children that enables them to access the support they need, which in turn empowers them to begin to break the cycle of exploitation.

'The building of a trusted relationship does not of course equate to the work falling onto one practitioner's shoulders – whichever agency they are from. The key concept is of 'the team around the relationship', where practitioners from across the system work together to support whoever has the lead relationship with the child. Which agency is in the lead is secondary, but there must be a collective effort to ensure that all those involved are supporting and enabling that relationship. However, local agencies should guard against the tendency to engage more and more different practitioners into the network, especially if they are to have limited involvement'.
'It was hard to escape' -Safeguarding children at risk from criminal exploitation 2020

Unfortunately, at this stage, there is not an evidenced based evaluated approach in working with children who are or at risk of being criminally exploited. Practitioners can struggle to know the best approach in working with CCE, it is challenging but **at its core is building a trusted relationship with these children as with all children.**

Practitioners can struggle to know the best approach in working with CCE. It is challenging, but at its core is building a trusted relationship with the child – as with all children.

The relationship is the foundation for all future work.

Child Exploitation and Diversity

Exploitation can affect all children – including those with disabilities – regardless of gender identity, sexuality, or ethnicity, faith or economic background.

Public and professional perception often stereotypes victims of CSE as white girls from disadvantaged backgrounds who are assumed to be heterosexual. Public and professional perception of children involved in CCE as being black males from disadvantaged backgrounds. **While *some* children at risk do meet this description, assumptions can prevent the identification of other children who do not fit the stereotypes and professional response to it.**
(It's not on the Radar: The Hidden Diversity of Children and Young People at Risk of Sexual Exploitation in England - Barnardo's Report 2016 - Tri-X Briefing)
"It was hard to escape" (The Child Safeguarding Practice Review Panel, 2020).

A national review, undertaken by the Child Safeguarding Practice Review Panel- 'It was Hard to Escape- Safeguarding Children at Risk from Criminal Exploitation' focused on 21 children from 17 local areas who died or experienced serious harm, and whose cases were notified to the Panel between July 2018 and March 2019:

Key findings: Ethnicity and gender appear to be factors. The review found that boys from black and minority ethnic backgrounds appear to be more vulnerable to harm from CE. In the cohort of 21 children, 15 were from a black or minority ethnic background and all of them were male. This is a serious concern.

All 21 children were male. Further data and analysis should be collected on this but it is a significant feature to take into account when designing a service response. Only six of the 21 boys were white, so the risk of death or serious harm in our cohort had a disproportionate impact on boys from black and minority ethnic backgrounds.

We know that abuse of children of all ethnicities and backgrounds may remain hidden. Children can be silenced into not telling and adults may not recognise disclosures, leaving children at ongoing risk and not supported. However, … *children from Black, Asian and minority ethnic (B.A.M.E) groups (and other groups, in particular disabled children) are less likely to come to the attention of authorities, face additional barriers to accessing statutory services and receive a poorer quality of support.* (Children's Commissioner, 2015).
https://www.communitycare.co.uk/2019/11/20/where-are-the-black-girls-in-our-services-studies-and-statistics-on-csa/

Child Exploitation and Black & Minority Ethnic (BAME) Children:

As practitioners working with children from all backgrounds, we have to take account of the impact of *institutional* and *structural* discrimination. As with all direct work with children, it is essential to tailor any interventions, recognising the strengths and vulnerabilities, to the individual child.

While children from these populations may have some commonalities in their experience of wider structural oppression, it is important to refrain from using the BAME acronym as a stereotype. Best practice is to be interested in how the person in front of you defines their identity and culture.
Do not make assumptions!

Black girls: Black youth culture and the music scene, has been blamed for normalising the objectification and sexualisation of black girls, in the lyrics and videos, which can alienate black girls from disclosing exploitation in their own community. *Black girls can remain under the radar as victim status is **not** afforded to them*). (Davis, 2019). (Community Care). https://www.communitycare.co.uk/2019/11/20/where-are-the-black-girls-in-our-services-studies-and-statistics-on-csa/

In addressing the exploitation of a young girl by the American Rhythm and Blues Singer, R Kelly in her article, '**Sexual Abuse and the Code of Silence in the Black Community**,' (09.09.14). Cheris Charleswell argues that due to a history of racism, and the desire to protect black men from white supremacy and imprisonment, black women have been conditioned to be their *brother's keepers* and have allowed themselves to be perpetual victims by doing so. The expectation that black girls and women remain silent—not daring to air out the community's dirty laundry—continues, and so does the abuse of black girls and women.

R Kelly married a 15-year-old girl called Aaliyah "*after he'd groomed her while producing her debut album, infamously named "Age Aint Nothing but a Number*". R Kelly met Aaliyah when she was 12 years old. Aaliyah put her age as 18 years on her marriage certificate. *"Other girls alleged to have fallen victim to his preying fit a similar profile: Young black girls with an understandably childish interest in the trappings of fame and success*"
A male relative of Aalyiyah later reported: "*What was surprising to me was that after it all **she got villainised. She was 16, 17 at the time***"
https://www.huffingtonpost.co.uk/entry/when-we-fail-to-hold-r-kelly-accountable-we-fail-young-black-girls_n_596e2335e4b010d77673f283?ri18n=true

In 2020 a review of 12 children in Swindon mirrored what was found in the report "It was hard to escape" (The Child Safeguarding Practice Review Panel, 2020). The authors reviewed 21 children involved CE and found that boys from black and minority ethnic backgrounds appear to be more vulnerable to harm from CE. In Swindon's cohort of 12 children, 8 were

from black or minority ethnic backgrounds and all of them were male. As the report highlights this is a serious concern. (Deep Dive Report – Child Criminal Exploitation Jeannette Chipping 2020)

Child Exploitation & Children with Learning Disabilities/Difficulties:

Children with learning disabilities share many of the same vulnerabilities to exploitation that are faced by all children, but the evidence indicates that they face additional barriers to their protection and to receiving support

The reasons for this are complex and appear to be entrenched in the way society perceives and treats children with learning disabilities.

Factors that play a part in the failure to recognise that children with learning disabilities experience, and are at risk of exploitation include:

- the infantilising of many children with learning disabilities
- the social isolation of this group of children
- their lack of empowerment and voice
- the lack of access to information and education on sex and relationships
- false perceptions that children with learning disabilities do not have the same needs, wishes and desires to have a relationship as all children, and/or that they cannot be sexually exploited.
  (Extract from Barnardo's and The Children's Society Report: 'Underprotected, Overprotected' 2015)

Children with learning disabilities/difficulties can be easily identified by abusers due to their cognitive deficit, making them trusting of others and less able to identify the risks. Their wish to please and be accepted by peers may be another vulnerability factor.

Engaging with and meeting the needs of children with learning disabilities:

Ensure long-term support is available to build a good relationship based upon trust. Direct work needs to be delivered in an accessible manner to meet individual communication and learning needs. If necessary, seek additional support from specialist services.

It is important to plan direct work sessions focusing on duration, location, making sure you consider the child's sensitivity to light, noise etc. Make use of appropriate resources to increase the child's understanding of CSE and risks by focusing upon healthy relationships, including friendships and sexual relationships.

Research states that we have to first start by teaching children about sex, include same-sex relationships in these conversations

Raise awareness of CSE through safer use of the internet/social media with the child and their parents/carers and other siblings.

When meeting individual children's needs, it is important to:

- not treat children in the same way simply because they share an impairment label.
- gather information about the nature of the child's learning disability, their set of circumstances and their experience, or risk, of CSE.
- consider the impact of a child's learning disability when assessing their need and designing a needs-based response to effectively support them.
- Understand that a child's communication and learning needs is a key foundation for supporting the child.

As with all children, children with learning difficulties may not recognise that they are being groomed or exploited. This could be for a number of factors including the child's disability or impairment may prevent them from transferring experience and/or learning. Unfortunately, some children will remain at risk of CSE despite intensive and effective support to meet their needs.

Consent: There is a challenge to achieve a balance between child protection and children's rights, particularly for children with learning difficulties.

People with learning and/or physical disabilities who are aged 16 and over have the same right to have sexual relationships as everybody else, as long as they are able to consent to different elements of a relationship

It should be presumed that everyone has this capacity until it is proved otherwise.

Current case law determines that a child over the age of 16 can be judged to have capacity if s/he has an understanding and awareness of:

- the mechanics of the act
- the health risks involved particularly sexually transmissible infections and having sex between a woman and a man may result in the woman becoming pregnant
- the importance of consent including the right to say "no."

It is important to support parents and carers to be aware of CE by recognising that their child's learning disability may increase their vulnerability to exploitation. Parents should be supported to understand the impact of their child's experiences of being exploited and that their child is not to blame. It is also important to recognise that parents and carers may have learning disabilities themselves.

There are general concerns that children with learning disabilities from black and minority ethnic communities (BAME) who experience, or are at risk of CSE, remain hidden and are particularly vulnerable. To improve meeting their needs, it is necessary to work with BME groups to raise awareness of CSE, and the vulnerability of children with learning disabilities to exploitation and focus upon increasing referrals from these communities for specialist support.

Supporting Parents/Carers and Families

CE has profound and damaging consequences for the individuals being exploited and those around them including families and communities. Targeting and grooming of children often brings psychological implications for parents and other family members; it can become almost impossible for them to carry on with their life and be able to respond effectively to the crises at hand. They feel their lives have been turned upside down from a situation they have never anticipated. **It can undermine parents' capacity to respond proactively to the needs of their children.** Lack of knowledge of the operation of abusers, patterns of grooming, and the impact of exploitation on their children can contribute to crises, pushing parents into despair**. (National Working Group**)

Parents are central to tackling CCE and CSE along with the professional support network

In most cases parents and families are not involved in the exploitation of their children; the harm is extra-familial (from outside the family) with the child being exploited by people within the community.
https://paceuk.info/wp-content/uploads/2020/01/Parents%E2%80%99-experiences-of-Children%E2%80%99s-Social-Care-Report-digital.pdf - **PACE Parents' experiences of the Children's Social Care system when a child is sexually exploited.**

Parents/Carers are predominantly the first people to identify when exploitation is occurring, they have the closest understanding of the reality and impact of CE, and they have had to develop strategies to both support their children and maintain their own resilience. **Their experiences mean that there is a wealth of insight and expertise amongst parent/carers, including knowing what are going to be the most effective interventions for their child.**

Part of the grooming process by abusers is to encourage isolation from family and protective adults

The abuser will undermine the protective family relationships by exploiting any weaknesses in those relationships and creating secretive behaviour. They encourage the child into activities such as criminal and sexual behaviour, drinking alcohol, drug taking, all of which can prevent the child feeling able to be truthful and return to the child for support and protection.

The stress of the situation (for parents/carers) can limit their capacity to respond to the needs of their children and to deal with any crisis that occur following the exploitation

Recognising that criminal activity may be a result of exploitation and the importance of treating children as potential victims.

When parents are active in safety planning and implementation- there appears to be a greater chance of success

Parents, families and others are essentially the 'eyes and ears' and able to assist in disrupting perpetrators of exploitation through the information they can provide to safeguarding agencies. The support to parents and families will enable them to proactively support their children and become part of the solution.

The Children's Society Trauma and Young People. A guide for parents and professionals. The Missing People report "All of Us Were Broken" completed an exploratory study into family experiences of CCE, they write that, '*Families describe their lives as having been split into two stark phases: 'before' and 'after' their children were groomed and exploited by criminals. Common to all families were sudden and significant changes in their child's behaviour and personality. The speed and severity of the changes were shocking and included manipulative, evasive and aggressive behaviour, with extreme anger and mood swings, disengagement from activities outside of school and intense use of their phones and social media. In most cases, these sudden changes were mirrored at school with children becoming disruptive, disengaged and exhibiting escalating challenging behaviour. Parents say they knew intuitively that the changes were an indication of something being very seriously wrong: they desperately searched for causes, considering things like mental health issues and bullying. Parents tried to do anything they could to stop their child's behaviour deteriorating further but they did not know what was wrong, or where to go to get help. With hindsight, families recognise these changes as early signs of CCE. They expressed feelings of anger, guilt and frustration that they and others did not identify this earlier and consequently opportunities for early intervention were missed*'.

It is essential that support is given to families in helping them understand how exploitation has occurred and what their role and responsibilities are as part of the 'safeguarding partnership' in protecting their child

Parental engagement is nearly always a protective factor. Parents and extended family members need effective support in helping them manage risk from outside the home. This is skilled work and requires building good relationships with parents. Professionals need to acknowledge the concerns and observations of parents and carers to help understand the context of what is happening and then working closely with them from an early stage to best support the child. They can discuss the best approach for engaging children who are at risk of, or experiencing, exploitation.

There is a need to be vigilant, curious and join up warning signs identified at different touchpoints to ensure the possibility of CE is actively considered within the full context of a child's experiences, such as frequent missing episodes

It is incumbent on all professionals working with children who are being exploited by criminals or at risk of CSE and CCE to use the accounts families shared so generously to stimulate change and ensure there is an effective response to CSE and CCE for children and their families.

Impact of Siblings: The exploitation of one child in the family can also place other children in the family at risk of exploitation. It is important to assess this risk to siblings who may also be coerced into exploitation. Exploiters looking to recruit children for CE could pressurise a child to involve not only friends, but siblings and other family members. In addition, siblings may be subjected to bullying by their peers if the affected child's exploitation becomes public. Siblings may also feel that they are losing out emotionally as parent's energies are drained by focusing on the child being groomed.

Some (siblings) report feeling left out and seek to gain attention in other ways, including the potential for them to become involved in exploitation themselves

Siblings can struggle with the attention that the affected child is receiving which ultimately leads to a rift in their relationship. http://www.paceuk.info/wp-content/uploads/2013/11/Relational-Safeguarding-Model

Siblings were also sometimes subject to the aggression, violence and anger of the exploited child. Some siblings became anxious and nervous about leaving the house; others were angry with the behaviour of their exploited brother or sister and the consequent impact on their parents. The impact on siblings placed additional strain on parents who were anxious to avoid their other children becoming involved or harmed as a result of the exploitation.

Exploiters looking to recruit children for sexual or criminal exploitation could pressurise a child to involve not only friends, but siblings and other family members

Missing Children

Early missing episodes can be the first sign of a child being groomed and potentially exploited.

Missing episodes should be seen as an indicator that children are at risk of harm, and there are recognised links between missing and mental health issues, homelessness, CSE, CCE, trafficking, and gang involvement

The College of Policing definition of missing as*: "Anyone whose whereabouts cannot be established will be considered missing until located, and their well-being or otherwise confirmed*."

Steps to be taken when a child return: -

1. Prevention Interview (Safe & Well Check) the police should carry out a safe and well check as soon as possible after the child has returned. This is an opportunity to check for indications that the child has suffered harm, where and with whom they have been, and to give them an opportunity to disclose any offending by or against them.

2. Independent Return Interview, (RHI): Local Authorities have a statutory obligation to offer this to every returned missing child after every missing episode. This interview should be carried out by an independent person within 72 hours of the child returning. Where possible the RHI should be completed by the person with the best relationship with the child, this could be the child's Social Worker, Youth Engagement Worker (YEW) or another professional. It should be conducted in such a way that it encourages the child to be open about the events during the missing period as this is an opportunity to:

- Identify and deal with any harm the child has suffered, including that not already disclosed during the Prevention Interview (Safe & Well Check), either before they ran away or whilst missing.
- understand and try to address the reasons why the child ran away
- help the child feel 'safe' & that they have options, to prevent repeat instances of them running away
- To provide them with information on how to stay safe if they choose to run away again
- It is important that the Local Authority' Children's Social Care, Police and voluntary services work together to build up a full picture of why the child when missing, what happened while they were missing, who they were missing with and where they were found, and what support they require upon returning home.

SafeCall is a support service run by the organisation Missing People for children affected by exploitation and missing and their families or carers. The service is phone based, does not

have any geographical or threshold requirements, and is free to access by those affected by gangs or exploitation:

SafeCall safecall@missingpeople.org.uk is confidential. 9am - 6pm by call/text 116 000 or emailing 116000@missingpeople.org.uk for young people missing**,** caught up in a gang or going country, they also offers support to family members or carers worried about their child being involved with a gang. Tel: 0208 392 5710.

The Use/Misuse of Language

CE is abuse and as such is characterised by an imbalance of power in favour of those perpetrating the abuse and/or some form of vulnerability on the part of the victim. Being aware of the impact of the language professionals use in describing behaviours etc. is vitally important to ensure that it does not appear to judge the child by implying that they could have acted differently; and/or, imply that the child is to blame by "putting themselves at risk", "making lifestyle choices", or "displaying promiscuous or sexualised behaviour" etc.

If we talk about a child in these terms, what they (and other professionals) may hear is that they are in some way responsible for what is happening to them and therefore less deserving of our support.

This is a **short video clip** made by children and is a powerful resource to help understand the impact on young people of victim blaming language.

The following tables provide *some* alternative ways of describing behaviours that children at risk may exhibit:

Child Sexual Exploitation:

Inappropriate terms	Suggested alternatives
Putting themselves at risk	• Child may have been groomed. • The child is at an increased vulnerability to being abused/exploited. • A Perpetrator may exploit the child's increased Vulnerability • Situation could reduce the child's safety • Location/situation could increase a perpetrators opportunity to abuse them. • Child in not in a protective environment • The location is dangerous to children • Not clear if the child is under duress to go missing • Concerns are that the child may be being sexually abused • It is unclear why the child is getting in to cars. • Concern that there is a power imbalance forcing the child to act in this way. • Concerns regarding others influences on the child.
Sexual activity with…	• They have or may have been sexually abused

Sexually active since…	• They have or may have been raped. • Allegation of sexual abuse • Child has described sexual activity; however, concerns exist that they child may have been groomed/coerced.
Have been contacted by adult males/females via phone or internet **or internet**	• Adult males/females have been contacting the child. • Child may have been groomed. • Concerns that the adult is facilitating commination with a child. • Child is vulnerable to online perpetrators. • Concerns that others may be using online technology to access or abuse the child. • Adults appear to be using a range of methods to communicate with the child.
Offering her drugs seemingly in return for sex'	• Child is being sexually exploited • Concerns that the child has been raped • Perpetrators are sexually abusing the child • The child is being sexually abused • The child's vulnerability regarding drug use is being used by others to abuse them.
Offering her drugs seemingly in return for sex'	• Perpetrators are sexually abusing the child • The child is being sexually abused • The child's vulnerability regarding drug use is being used by others to abuse them. • The perpetrators have a hold over the child by the fact that they have a drug dependency.
Involved in CSE	• This implies there is a level of choice regarding the child being abused a better term would be the child is vulnerable to being sexually exploited or they are being sexually exploited: • A 5 year old would never be referred to as being involved in sexual abuse for the same reasons
Promiscuous	• This puts the blame on the child and implies they know what may be happening and therefore is not seen by practitioners as exploitative or abusive. • Often used to describe female's behaviour.
Prostituting themselves	• This completely misses that the child is being controlled and manipulated.

	• Changes in legislation mean that child prostitution is no longer an acceptable term and should never be used
Boyfriend/girlfriend	• Children have been challenged in court with practitioner's recordings where the perpetrator has been referred to as the child's boy or girlfriend

Child Criminal Exploitation:

Inappropriate terms	**Suggested alternatives**
Drug running– He/she is drug running. This implies that the child is responsible for the exploitation and has the capacity to make a free and informed choice. It does not recognise the abusive or exploitative context**.**	• Child Criminal Exploitation (CCE) • The child is being criminally exploited. • The child is being trafficked for purpose of criminal exploitation.
Recruit/run/work- This implies that the child is responsible for the exploitation and has the capacity to make a free and informed choice. It does not recognise the abusive or exploitative context**.**	• The child is being criminally exploited.
He/she is choosing this lifestyle- This implies that the child is responsible for the exploitation and has the capacity to make a free and informed choice. It does not recognise the abusive or exploitative context.	• The child is being criminally exploited. • The child is being sexually exploited.
Spending time/associating with 'elders'- This implies that the child is responsible for the exploitation and has the capacity to make a free and informed choice. It does not recognise the abusive or exploitative context**.**	• The young person says that they are friends with a person and there are concerns about that person's age, the imbalance of power, exploitation, offending. • The young person has been groomed, exploited, controlled. **Note**: If the elder is under the age of 18 years old, this will need to be considered using child protection processes.

Offering him/her drugs seemingly in return for sex or to run drugs- This implies that the child is responsible for the exploitation and has the capacity to make a free and informed choice. It does not recognise the abusive or exploitative context**.**	• The child is being sexually/ criminally exploited. • The child is being criminally exploited through drug debt. • There are concerns that the child has been raped as they do not have the freedom or capacity to consent. • Perpetrators are sexually abusing the child. • The child is being sexually abused. • The child's vulnerability regarding drug use is being used by others to abuse them. • The perpetrators have a hold over the child by the fact that they have a drug dependency.

Extract from Children's Society: Produced with support and materials developed by the NWG and Lawrence Jordan, Social Worker, Milton Keynes
Children's Society Guidance for Professionals:-
https://www.csepoliceandprevention.org.uk/sites/default/files/Guidance%20App%20Language%20Toolkit.pdf
Nottingham Police Teen Translation Tool- https://www.nottinghamshire.police.uk/site-page/teen-translation-tool

An in-depth Understanding of Child Sexual Exploitation

Common Characteristics of Child Sexual Exploitation (CSE):

Violence, coercion and intimidation are common. Involvement in exploitative relationships is characterised by the child's limited availability of choice, as a result of their social, economic or emotional vulnerability. CSE is a type of sexual abuse involving control of a child through manipulation by playing into their need for affection etc, force, threats or manipulation.

The child does not recognise the coercive nature of the relationship and doesn't see themselves as a victim of exploitation

It can happen to both boys and girls, from any community, regardless of religion, ethnicity, or sexuality

Often, the first step is someone befriending a child to gain their trust or have control over them. This is called grooming, and can lead to children being abused and raped. Children can be groomed online or in the real world, by a stranger or by someone they know.

An abuser can be any age, even the same age as the child. It will often involve an abuser providing something to a child such as food, drugs, alcohol, gifts, or even simply affection, and victims are often tricked into thinking their abuser is a friend or even a 'boyfriend'.

Once they have the child's trust or control over them, an abuser will then move on to physically or sexually abusing a child. They may steer conversations towards sexual experiences, asking the child to send sexual photos or videos of themselves which they might use to blackmail the child. They might threaten the child saying they will hurt their family or friends if they tell anyone. https://www.childrenssociety.org.uk/knowing-the-signs-of-child-sexual-exploitation

CE happens in all areas of the country, in cities, towns and villages

Types of Child Sexual Exploitation

The sexual exploitation of children in its various forms can be seen through understanding models of CSE. It is important to recognise that these models do not necessarily work in isolation and various models can be operating concurrently. Understanding and recognising how a child is being exploited is a crucial part of enabling appropriate disruption techniques, support and whole planning around the child and family. These models are an amalgamation of models reported by Barnardo's, The Children's Society and Safe & Sound.

Online Grooming Model: Children are subject to many risks when they are accessing online activities and this includes the risk of sexual exploitation. This can include adults and peers deceiving and exploiting children into producing sexual images of themselves, engaging in sexual chat online or sexual activity over a webcam. Children can be groomed on-line by sexual perpetrators and manipulated and coerced to meet up secretly, or images can be screen-shot and saved to blackmail children.

It is easier for sexual predators to groom teenagers online as it is faster, they remain anonymous and teenagers are more likely to trust an online 'friend' more quickly than one they meet face-to-face

The following may be signs that a teenager is being groomed online:

- They want to spend more time on the internet
- They are secretive about who they are talking to online and what sites they visit
- They switch screens when you go near a computer
- They use sexual language you wouldn't expect them to know
- When on the phone or texting, they use acronyms that may not be understand such a PIR (parent in room).

Older Adult 'Boyfriend/Girlfriend' Model: Often referred to as the 'Boyfriend' Model, this model involves the befriending and grooming of a child or child by an older adult. This grooming process often revolves around the child's vulnerabilities and building the child to believe that they are in a loving relationship. The child may then be passed to other known adults to the 'boyfriend'/ 'girlfriend' merging into the gang or organised network models.

Peer on Peer Model: CSE can happen amongst children of a similar age, and is often referred to as 'sexual bullying' (Children's Society, 2015). Some children will befriend other children and make them believe they are in a loving 'relationship' or 'friendship', they are then coerced into having sex with friends or associates. Peer on peer model can sometimes be related to 'gangs and group activity'. Peer on peer sexual exploitation can include the abuse happening in public, by one or more perpetrators, and/or be filmed and distributed. In all cases of peer on peer exploitation, a power imbalance will still inform the relationship, but this might not necessarily be through an age gap between the abuser and the abused.

Inappropriate Relationship Model: This usually involves one perpetrator who has inappropriate power or control over a child, such as being physically older, stronger or wealthier or in a position of power e.g. teacher or community leader. This person will be having some form of a sexual relationship with the child. This can include familial abuse where a family member is exploiting their child, sibling for some 'gain', including third party gain. The abuser may also be vulnerable due to mental health issues, drug and alcohol dependency or a previous, and/or current, experience of exploitation themselves.

Gangs and Group Model: CSE can occur through gangs and groups; this can be through gang initiation rituals, threats of violence and bullying, or as a punishment for crossing gang areas for example. Females can be found to be exploited through 'honey trapping', whereby a woman is tasked to infiltrate another gang through sexual advances. Young males may be forced to have sex with older women or women of similar ages in order to prove masculinity or with adult males as a form of punishment. Both genders may drug run for the gang and this can involve 'plugging' where by substances are transported in their anus or vagina. It has been found that the retrieval of substances can be sexually humiliating. Children can themselves be exploited into recruiting other children into gangs, exposing others to risks of gang violence and sexual exploitation.

Organised/Network & Trafficking Model: This model includes the sex trafficking of children across international borders as well as across internal borders, it can include the moving of children between houses or hotels within the same town/district, for the purposes of passing children to and amongst one or more sexual perpetrators. This includes larger networks of organised crime with the purposes of 'selling' children and children. Children themselves can be exploited into 'recruitment' of other children and children, including for the purposes of 'sex parties' arranged by the perpetrators. Such parties offer substances and alcohol to children, and may involve webcams to record and stream sexual acts. Children may be manipulated and blackmailed through indecent images obtained or allegations of a drug debt following the party, this can also be found in the gangs and peer on peer models.

Online grooming and the boyfriend/girlfriend model are the most often seen in Swindon

Prevention and Disclosure

Preventative work is essential. This may take the form of targeted work with individual children identified at risk of CSE to prevent an escalation of risk by focusing upon the individual child's set of circumstances and needs. Examples of this may include, but not limited to, addressing self-esteem, building resilience, raising awareness of CSE, work on healthy relationships, consent issues, sexual health and online safety.

Supporting children to recover from CSE can require work to address, for example, their mental and physical wellbeing, their relationships with others including family friends, education and training and substance issues. At the core of many practice responses to CSE, both preventative and responsive, is work to address children's self-esteem and self-confidence as promoting this will reduce risk to CSE and support recovery.

The evidence is clear that if you continue to be reliable, emotionally available and trustworthy, then (but only then) a traumatised child will begin to feel safe, open up and this will lead to positive change

It is not essential, and more often not possible, to have a disclosure even when working with a child thought to have been sexually exploited

Disclosure of CSE can be difficult for any child for a number of reasons relating to, for example, fear of saying out loud what is happening to them, consideration of the consequences for themselves, their families and perpetrators of CSE, and control issues (Smeaton, 2016).

Given the complexities relating to disclosure of CSE, there is a need to apply preventative and responsive measures, including disruption, that do not rely upon disclosure

Effective preventative work with children who have been exploited can still happen, even when there has not been a disclosure

Within The Children's Society Report: 'Boys Don't Cry': a Trafficking Practitioner commented, *'**I don't feel disclosure is always essential. I don't think we need the full story all the time. Sometimes you just need to be able to pick up on clues, which can help you work with the young person to help them to feel safe…sometimes professionals can get obsessed with getting disclosure… [but] you can still do good preventative work around***

***safety and risk with a young person without an official disclosure...'* Trafficking Practitioner**

The Children's Society Report: 'Boys Don't Cry: Improving identification and disclosure of sexual exploitation among boys and young men trafficked to the UK'
There are particular difficulties for some groups of children including black and minority ethnic children, boys, children with physical disabilities, those with previous negative experiences of the police, those exploited by peers and those where there may be a victim/perpetrator/facilitator overlap.

Barriers to boys disclosing CSE may include: 'Experiences of discriminatory social attitudes and stereotypes (e.g. homophobia, stereotypes of masculinity, stigmatisation as offenders); gender differences in educational initiatives (e.g. focus on female victims); and gender differences in emotional responses (e.g. males being more isolated/lacking communication skills to talks about CSE)' (McNaughton et al, 2014; 13).

Disclosing CSE can be particularly challenging for children with learning disabilities. Some do not disclose CSE simply because they are not asked about their experience of sexual relationships. There may be assumptions made that children with learning disabilities do not want, or have, sexual relationships (Franklin et al, 2015).

Work with a child can take a long time before any disclosure of CSE can take place, if at all. In some cases, disclosure can take place through third party scenario work that draws upon other children's actual or possible experiences. This can be a safe and effective way for children to talk about issues and experiences and start to identify that others' behaviour is abusive and exploitative (Smeaton, 2016).

Children have described how they are more likely to disclose CSE when there is a lack of pressure to do so

A professional's focus upon building relationships based upon trust without any pressure to talk, but with the invitation that they are always happy to listen to the child if there was anything they would like to talk about, is effective in supporting disclosures of CSE (Smeaton, 2016). Professionals need to be caution and not discuss details with children of alleged abuse as this could negatively impact ongoing Police investigations and possible prosecutions.

The relationship is the foundation for all future work

https://www.ccinform.co.uk/practice-guidance/guide-to-direct-work-with-children-who-experience-or-are-at-risk-of-child-sexual-exploitation/#general **(This link is only available for practitioners with access to Community Care Inform)**

CSE and the Law

No-one below the age of 16 can consent to engage in sexual activity with another person

Consequently, if someone engages in sexual activity with someone under the age of 16 a **recordable offence** is committed. If the sexual activity includes penetration then the offence is rape, otherwise it is likely to be an assault.

Any professional who has reason to believe a child or child below the age of 16 has been raped or otherwise sexually assaulted must report this to the police and children's social care

There are no circumstances under which sexual activity with a child under the age of 13 can be understood as anything other than either rape or a serious sexual assault**. However, where the victim is between 13 and 16 years old the police will decide on a case by case basis whether investigation and prosecution are in the best interests of the child and the public.** (HM.Gov, Sexual Offences Act, 2003)

CSE and The Law and Older Teenagers: The Children's Society have campaigned for the rights of older children, 16- 17 years old to equal protection as younger children: Sixteen is the legal age of consent to sexual activity. **Although many laws (such as the Children Act 1989) declare that any person under the age of 18 is a child, the law protecting children from sexual crimes does not afford children aged 16 and 17 the same level of protection as younger children.** The law protects 16 and 17 year olds in cases of familial sexual abuse, sexual abuse by people in a position of trust (such as a teacher or medical professional), pornography and CSE (what was until the Serious Crime Act 2015 known as 'prostitution related offences').

When it comes to opportunistic CSE, where there is a clear imbalance of power, coercion and control, or where adults use drugs and alcohol to groom a child to submit to sexual exploitation, the law does not provide any additional safeguards for 16 and 17 year olds. It does not take into account their age-related vulnerabilities, such as emotional and physiological changes and brain development in adolescents, and lack of experience.

It [The Law] also does not take into account any other factors that make them [16 & 17 year olds] vulnerable to abuse, for example previous experiences of neglect and abuse, mental health problems, being in care or living away from their birth families

The ability of 16 and 17 year olds to consent to sexual activity – without a clear definition of what true informed consent is in cases where an adult targets a vulnerable 16 or 17 year old

for sexual favours – **can make professionals reluctant or unsure about the course of action they should undertake.**

In some cases, there is a perception that once a child is 16, 'they can look after themselves' or have chosen to put themselves in exploitative situations, even where a relationship is clearly exploitative

The legal age of consent also makes it very difficult for the police to bring predatory adults to justice. This can leave vulnerable 16 and 17 year olds both unprotected and unsupported. Children's Society: (Children's Society: Old Enough to Know Better?)

Disruption tactics available to the police such as Child Abduction Warning Notices (CAWN) for children under 16 years and under 18 years if looked after under a Full Care Order, Section 31, Children Act 1989.
Refer to the section Disruption Techniques to Assist Professional Response for further information.

Age appropriate risk-taking behaviours and a reluctance to trust professionals, may mean the child presents in a manner that does not match what professionals might expect to see from a 'victim' leading to negative judgements

Other particular challenges to working with older children are:

- Age appropriate risk-taking behaviours, unresolved issues and a reluctance to trust professionals, may mean a child's behaviour and demeanour does not match what professionals might expect to see from a 'victim' making them appear to be; 'Imperfect victims' (Rees and Stein 1999) which makes addressing those risks and their impact a complex business
- Children of 16-17 years, means that they can be Legislatively and socially caught in the middle - caught between being a child and an adult both in our laws and in our culture. However, we need to ensure we consider our young people are still in need of (and entitled to*) protection as child***.**

(Extract from The Children's Society, 2016: Where are the Black Girls in Our Services?)

CSE and LGBTQ+ Children

Research highlights that children who identify as lesbian, gay, bisexual, transgender, questioning, plus (LGBTQ+) face numerous factors that may result in them being at increased risk to, or victims of, CSE. For example, children exploring their sexuality have less safe, age appropriate places to socialise and less supportive resources. There is a disparity in the way children who identify as LGBTQ+ and who are experiencing CSE are responded to and safeguarded. Factors that play a part in the failure to recognise that children who identify as LGBT+, and are at risk or victim of CSE include:

- feelings of isolation and a belief that others will lack acceptance of their sexuality and gender identity, that could encourage them to seek advice and support by going online or attending adult gay clubs, particularly in more rural areas or communities where there are less safe opportunities to socialise.
- Use of adult dating apps for the same reason(s) giving them a sense of belonging or 'fitting in'. Unfortunately, these sites can bring dangerous adults into contact with children, without any safeguarding procedures in place.
- 24% of homeless young people identify as LGBTQ+ and of these 77% believe this is due to coming out to their parents. Offering a place to stay can be part of the grooming process making homeless children at increased risk.
- A lack of educational resources for children who identify as LGBTQ+ on sex education, sexual health and positive relationships leaves them open to being exploited by others.
- A lack of understanding of peer on peer abuse, within same sex relationships and a fear of being outed can leave children open to emotional abuse and 'blackmail' with the child believing that their sexuality may have caused the abuse.

Risk Taking Behaviour – Why are some Children more Vulnerable? Risk-taking behaviours can expose children to a range of negative outcomes. A combination of factors in a child's 'social ecology' – i.e. in their family, peer group, school or community – can make it more likely they will be exposed to risk or engage in risk-taking activities. In other words, 'risky' behaviours may be precipitated by risk factors – for example, running away can be seen as taking one risk to escape another (such as maltreatment at home).

Risk-taking is a normal part of adolescent development

The challenge for services is to identify the most promising means of engaging with children who are being exploited. Furthermore, the challenge of working effectively with children is increased by the fact that many service approaches and structures were designed for use with children who experience interfamilial abuse, or neglect. Whereas we know children who are exploited where the exploiter is outside the family require a different approach, such as Contextual Safeguarding.

Most children will experiment with the increased opportunities for risk that their growing independence allows

However, for children whose lives have exposed them to risk factors – such as the 'toxic' confluence of neglect, maltreatment, parental substance misuse and parental mental health issues – **there is increased likelihood that their own risk-taking may raise safeguarding concerns.**

Maltreatment in the early years can affect brain development 'producing a brain that is focused on survival' at the expense of the more advanced thinking that happens in the brain's cortex

(Child Welfare Information Gateway, 2009; Brown and Ward, 2013). This impulsivity may lead children to increased risk-taking as they get older, while remaining in a home environment in which maltreatment has featured can increase opportunities to do so. (Research in Practice)

CSE and Boys

Boys are much less likely to ask for help than younger children and building relationships of trust is particularly important for successful intervention. For those who enter the referral and safeguarding process, a consistent, long-term relationship with a professional throughout is a key factor to disclosure and protection. (Research in Practice).

How society and the media portray boys who have been sexually abused by an older female, minimising the impact of the abuse and can fail to see the boys as a victim of sexual abuse. This is another barrier to boys disclosing sexual abuse.

1 in 3 victims of CSE is a boy!

Groomers and abusers may sometimes use different techniques to draw boys in, but the outcome is the same. Our response should be the same too, but there are a number of additional things to think about:

- Boys are more likely to be criminalised for their behaviour.
- Boys often find it more difficult to seek help because of the stigma associated with being an abuse victim.
- Often adults miss the signs or CSE in boys or put it down to teenage bad behaviour

https://www.catch-22.org.uk/news/spot-the-signs-cse-awareness-poster-hub/

Who are the Perpetrators of CSE?

The rapid evidence assessment commissioned by the Centre of Expertise on child sexual abuse (Walker et al, 2018) detailed how research to date on perpetrators of CSE was inconclusive**.** It was identified, however, that perpetrators were generally male, white and aged between 18 and 85 years (with the average age in various studies ranging from 30 to 46 years); a high proportion were employed, and a significant number of these were in professional jobs. Factors such as depression, anxiety, stress and suicidal ideation were most likely to be relevant to CSE perpetrators, although no causal relationships could be established given the nature of the data and the limitations in the methodologies employed across the studies. Other characteristics identified as potentially relevant and warranting further research were attachment styles and the formation of relationships, which appeared to be problematic in this group. The two main motivations found for these offenders were sexual and financial. https://www.csacentre.org.uk/our-research/perpetration/

The most consistent research finding is that perpetrators are male, however, woman do sexually abuse but there is an under reporting of this. Where it is reported, woman are seen to be 'facilitator's rather than direct perpetrators. In most cases women abuse in partnership with a man.

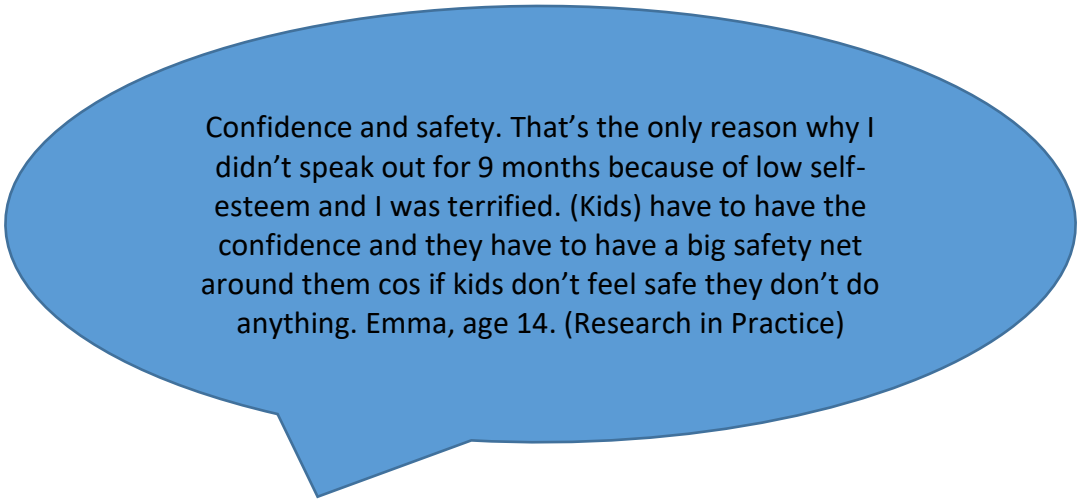
Improving Children's Resilience and Reducing their Vulnerabilities

Children who have experienced protective factors growing up develop confidence and resilience. Without these children are more vulnerable to all types of exploitation. Below are listed some of those protective factors and areas of resilience that can protect a child from being exploited.

The good news is that resilience can be strengthened - it is not a personality trait

Children become more or less resilient depending on the opportunities they are given. Authoritative parenting, participation in education and training, and supportive friendship groups can all promote resilience.

Below is a quote from Emma, age 14 when asked about confidence and safety in making a disclosure. (Research in Practice)



The protective factors below provide children with a safety net to enable them to gain confidence and feel safe from harm.

Authoritative parenting: There is 'clear and consistent evidence' that parenting style has a statistically significant association with a wide range of youth outcome variables. An authoritative parenting style is characterised by a healthy bond and loving relationship between parent and child, that upholds high expectations and clear boundaries. (Research in Practice)

Participation in Education and Training: Children accessing positive education experiences or further training are more likely to have positive self-worth, a sense of achievement and future hopes.

Friendships For adolescents: Friendship groups represent both a key risk and a potential protective factor. As a child's social networks expand, the influence of the family decreases and that of peers becomes increasingly significant. While antisocial and pro-criminal peer group association can bring negative effects, friendships can also be a core source of social support and care for children. Shifting children away from negative social associations and towards different activities and protective networks is clearly of value in building their resilience. (Research in Practice)

An In-depth Understanding of Child Criminal Exploitation

The criminal exploitation of children is a complex and damaging safeguarding issue for children

Podcast: A sister's experience of county lines (Research in Practice)

Right click on Podcast Icon to open hyperlink

Children are being drawn into exploitative situations where they can be both victims and facilitators of serious harm. This can have severe consequences for them and their families, friends and communities.

The safeguarding system is facing organised criminal businesses that are skilled at identifying and entrapping children. Their business model depends on the exploitation of children, using coercion, control and manipulation to push them into criminal activity. Too many children are dying or suffering serious harm because of CCE. This is unacceptable. Investment in helping to protect them is essential and urgent.

'The involvement of child in organised criminal activity often develops over a long period and through the subtle gaining of 'trust' and 'loyalty' via gifts from criminals on the outskirts of organised crime groups. Child who are vulnerable, lonely or have learning difficulties are especially targeted due to being more likely to want to form relationships with the exploiters. Once a trusting relationship is formed, the victims are required to perform increasingly exploitative tasks that embed them further into gang activities, leaving them in 'debt' to organised crime and further exploitation.

The prime motivators for child's involvement include money, social status, a sense of belonging, power, and protection as well as a lack of alternative opportunities for many. These drivers come from peer influence and pressure as the primary method for recruitment. Drug-running is the most common entry route for child into gangs.

The highest rates of success to divert children from gang-associated activities and to help them exit gangs come from relationship-based work with the opportunity for long-term support from their support worker. This approach allows gang members and the vulnerable child at risk from gang-associated activities to substitute the 'sense of belonging' that gangs can provide with the safety and security of the alternatives that support services can offer'**.**
(NYA Extracts from 'A Youth Work Response to COVID-19' May 2020)

It is recognised through research that professionals should look out for and capitalize on critical moments or windows of opportunities to support and connect with the child, such as when a child is in crisis and more open to an intervention.

The conversation is the intervention!

Signs of Criminal Exploitation

There are some signs to look out for if you are worried a child has joined a gang, or is being criminally exploited. It might be hard to spot at first, but the sooner you are able to talk to the young person the more you will be able to help them.

Signs you may notice:

- Frequently absent from and doing badly in school.
- Going missing from home, staying out late and travelling for unexplained reasons.
- In a relationship or hanging out with someone older than them.
- Being angry, aggressive or violent.
- Being isolated or withdrawn.
- Having unexplained money and buying new things.
- Wearing clothes or accessories in gang colours or getting tattoos.
- Using new slang words.
- Spending more time on social media and being secretive about time online.
- Making more calls or sending more texts, possibly on a new phone or phones.
- Self-harming and feeling emotionally unwell.
- Taking drugs and abusing alcohol.
- Committing petty crimes like shoplifting or vandalism.
- Unexplained injuries and refusing to seek medical help.
- Carrying weapons or having a dangerous breed of dog.

Criminal Exploitation and Gangs

CCE is child abuse where children are manipulated and coerced into committing crimes. Children involved with gang could become victims of violence, be pressured into carrying and dealing drugs, stealing for the gang leaders, carrying weapons and could also be sexually and physically abused and put into dangerous situations.

What is a gang?

The word 'gang' means different things in different contexts, the government in their paper 'Safeguarding children and child who may be affected by gang activity' distinguishes between peer groups, street gangs and organised criminal gangs.

- **Peer group:** A relatively small and transient social grouping which may or may not describe themselves as a gang depending on the context.
- **Street gang:** "Groups of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity."
- **Organised criminal gangs:** "A group of individuals for whom involvement in crime is for personal gain (financial or otherwise). For most crime is their 'occupation."

It is not illegal for a child to be in a gang. There are different types of 'gangs' and not every 'gang' is criminal or dangerous. Gang membership, however can be linked to illegal activity, particularly organised criminal gangs involved in trafficking, drug dealing and violent crime.

A child might be recruited into a gang because of where they live or because of who their family is. They might join because they do not see another option or because they feel like they need protection. Children can become involved in gangs for many reasons, including:

- peer pressure and wanting to fit in with their friends
- they feel respected and important
- they want to feel protected from other gangs, or bullies
- they want to make money, and are promised rewards
- they want to gain status, and feel powerful
- they've been excluded from school and don't feel they have a future

Organised criminal gangs groom children because they are less suspicious and are given lighter sentences if caught, than adults.

Studies show that a child is more at risk of being recruited if:

- they've been excluded from school
- they have special education needs
- there are problems at home like neglect, domestic abuse or sexual abuse
- they have problems with their mental health
- they live in existing gang territory

Dangers of Criminal Exploitation

It is important to be aware of the risks of criminal exploitation or being involved with a criminal gang. They can use different tactics to recruit and exploit children including bribing them with rewards, befriending and threatening or coercing them.

Dangers of Child Criminal Exploitation Include:

- being subject to threats, blackmail and violence
- being exploited and forced to commit crimes
- being arrested, including for crimes committed by the gang that they have not directly committed under the law of joint enterprise
- not being able to leave or cut off ties with the gang
- having their safety or the safety of friends and family threatened
- risk of physical harm, rape and sexual abuse
- risk of emotional abuse
- risk of severe injury or being killed
- abusing drugs, alcohol and other substances
- long term impact on education and employment options.
- Being told to internally insert drugs in their rectum or vagina (known as plugging).
- Being sent to 'trap' houses, or 'bandos' where they will be made to sell drugs for anything from a few days to weeks.
- Being given modes of transport such as bikes or train tickets.
- Children being given weapons to protect themselves and a phone with drug user's contacts on it.
- Children being robbed by the exploiters, leaving the child feeling and being told they are in debt to the perpetrators, (Known as 'debt bondage'). The child then believes they have to work for free to pay off the debt. Also applies if the child is arrested and drugs, money or the phone seized.

Exploiting a child into committing crimes is abusive. Children who are targeted can also be groomed, physically abused, emotionally abused, sexually exploited or trafficked.

When children involved in gangs commit crimes they are sometimes, not seen as victims by adults and professionals, despite the harm they have experienced

It is important to spot the signs and act quickly if you think a child is being groomed or is becoming involved with a gang. Read more about the signs below.
(**Information extracted from nspcc.org.uk)**

It is against the law to carry a weapon even if the child says it is for protection. If someone is found with a weapon they will be arrested.

Professionals can advise children that the safest thing to do if they are under threat is to contact the police, and not to carry weapons for self-defence.

What is County Lines and Cuckooing?

The UK Government Definition of County Lines is:

'County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on child, vulnerable adults and local communities.

County lines exploitation is a major issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations.

Children as young as 12 years old have been exploited into carrying drugs for gangs. This can involve children being trafficked away from their home area, staying in accommodation and selling and manufacturing drugs. This can include:

- Airbnb and short term private rental properties
- Budget hotels
- The home of a drug user, or other vulnerable person is taken over by a criminal gang- this may be referred to as cuckooing.

What is Cuckooing?

Criminal gangs are targeting the homes of vulnerable people to be used for drug dealing – a process known as "cuckooing" (after the bird that invades other bird's nests) and victims are often left with little choice but to co-operate. These criminals are selective about who they target, a lot of the time victims are lonely, isolated, frequently drug users themselves and are already known to the police. Victims can include older people, those suffering from mental or physical health problems, female sex workers, single mums and those living in poverty. Victims may suffer from other forms of addiction, such as alcoholism. Children living in these properties are at risk of neglect and other types of abuse.

Dealers often approach the vulnerable person offering free drugs to use their home for dealing or in some instances after providing 'free' drugs, will then force the person to deal for them in order to 're-pay' their drug debts.

Signs that Cuckooing is taking place:

- Signs of drug use
- More people coming and going from the property
- More cars or bikes outside the property
- Litter outside the property
- The person who lives there has not been seen recently, or when seen, seems anxious, distracted or 'not themselves'.

If a child has been trafficked for the purpose of criminal exploitation then they are a victim of abuse

https://www.childrenssociety.org.uk/sites/default/files/exploitation-toolkit.pdf - Toolkit for professionals
https://mypovonline.com/mypov/activity/780/ - video about County Lines

Contextual Safeguarding

Swindon is working towards adopting an approach called 'Contextual Safeguarding' to safeguard children that responds to their experiences of harm, outside of the home, recognising that traditional child protection systems focus on inter-familial abuse.

Contextual Safeguarding recognises that during adolescence children spend increasing amounts of time in places outside of the home. These social settings (referred to as *contexts*) such as peer groups, schools and neighbourhoods, are sometimes locations where children may encounter exploitation. In some cases, children's experiences of exploitation are facilitated and exacerbated by the '**context**' such as CSE that takes place in a park or criminal exploitation in an abandoned house. Contextual Safeguarding, therefore, promotes the extension of the parameters of child protection to ensure safeguarding partnerships can refer, assess and intervene with these contexts – and for this to be connected to a broader contextualisation of child and family work.

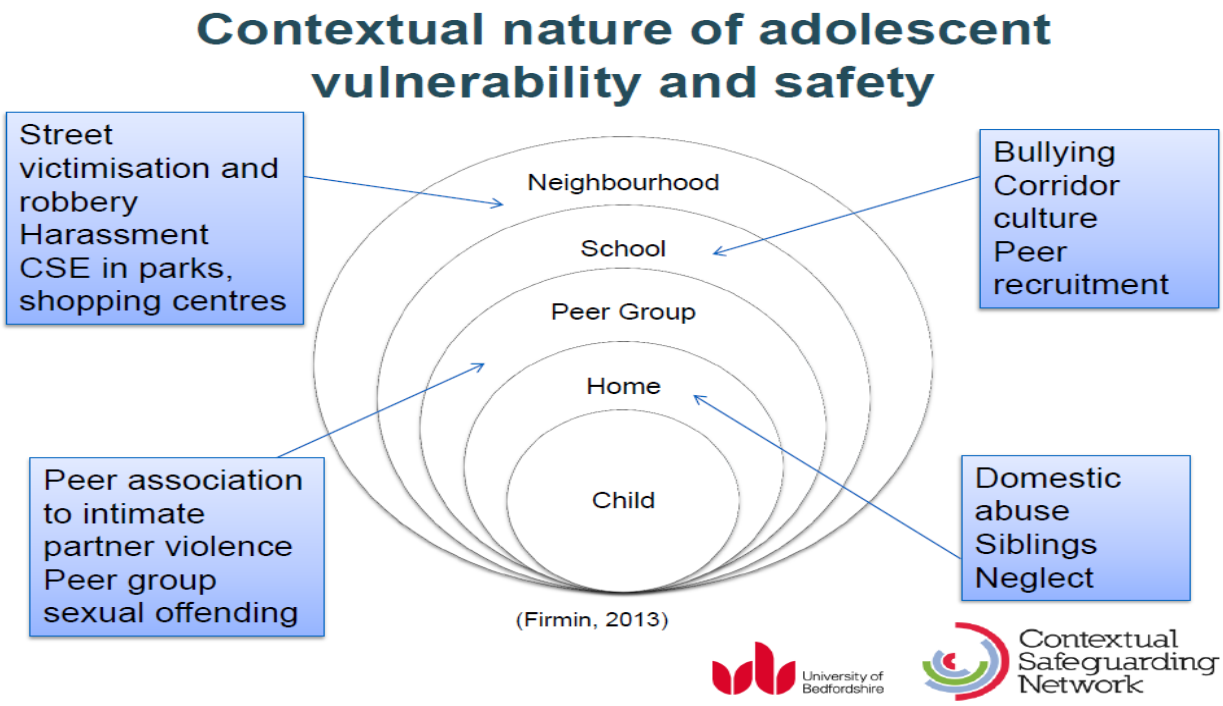
These contexts can be held as cases in Children's Services and assessed (as well as individuals affected by a context) before being subjected to a range of contextual interventions. In order to work in this way, social workers need to work in partnership with professionals who can influence extra-familial contexts – such as community safety, youth work, policing, business, parks and leisure, and school professionals – to deliver intervention plans that change the nature of extra-familial contexts.

(Information taken from 'Safeguarding and exploitation - complex, contextual and holistic approaches-RIP Strategic Briefing') www.rip.org.uk)

What is Contextual Safeguarding Video (2 mins)

Behaviours as Indicators of Vulnerability:

There are some factors that can increase the vulnerability of a child to being exploited by others. In order to understand these, it is helpful to draw on the contextual safeguarding circles shown below, helping to picture the child's individual factors, home, peers, school and neighbourhood.



The following vulnerabilities **do not** mean that a child *will* be exploited, but they are factors that *could* increase the vulnerability to being exploited.

Child/Individual: If a child is looked after, has learning disabilities, substance misuse issues, or mental health problems.

Home/Family: If there is neglect/abuse, exposure to or experience of violence, parental substance misuse, mental health and domestic abuse, poverty, lack of a positive relationship with a protective and nurturing adult, homelessness or insecure accommodation status.

Peers: If the child is exposed to other children who are known to be exploited, or exposed to or experiencing peer on peer abuse.

Schools: If the child has been excluded from school and is not in education, training or employment, or is exposed to or has experienced violent crime.

Neighbourhoods: If the child has been exposed to or has experienced violent crime, or lived in a deprived neighbourhood.

Poverty and deprivation: Constitute another risk factor for CCE

SEND and learning difficulties: There has been significant research into the experiences of children with SEND (special educational needs and disabilities) in relation to CSE, which outlines the multiple factors that increase the risks these children face. These factors that are taken advantage of are mirrored in the context of *criminal* exploitation.

Gender imbalance: Studies investigating access and introduction into criminal networks have historically found that these processes are often enacted through male-dominated networks, with female participation often being temporary and peripheral, but there is a widely reported trend towards higher prevalence of girls and young women.

It is important to note that not all children involved in and exploited by gangs are at risk in their family home. For some, home is a safe space where they are able to take 'time out' from gang activity or peer pressure. Parents and families often feel helpless to stop their child from being criminally exploited. The pressures and threats from people exploiting the child makes it extremely difficult for children to escape from the ongoing exploitation.

WARNING INDICATORS: The following are examples of risk indicators to CCE, for professionals:

Missing:

- Frequent missing episodes
- Returned from missing episode with injuries, or dishevelled appearance – or not.
- Being found out of area when missing, or being arrested out of area for drug related offences
- Unexplained absences from, or not engaged in school, college, training, or work.

Changes in Behaviour:

- Increasingly disruptive, hostile or physically aggressive at home or school, including the use of sexualised language and language in relation to drug dealing and/or violence.
- Increasing use of drugs or alcohol.
- Fear of reprisal from gang members or violence from young people or adults.
- Having multiple mobile phones, sim cards or use of a phone that causes concern e.g. multiple callers or more texts/pings than usual.
- Possession of hotel keys/cards, or keys to unknown premises.
- Disclosure of a sexual or physical assault, followed by withdrawal of the allegation.
- Entering or leaving vehicles/cars with unknown adults.
- Receiving rewards of money or goods for introducing peers.
- Self-harm or significant changes in emotional well-being.
- Agencies unable to engage with the child.
- Relationships with controlling or older individuals or groups.
- Parental concerns.
- Repeated STIs and/or pregnancy (can indicate CSE being a feature of the exploitation).
- Increase of referrals to agencies for other known peers.

Extract from The Children's Society – 'Children and Young People Trafficked for the Purpose of Criminal Exploitation in Relation to County Lines: A Toolkit for Professionals'.

Improving Children's Resilience and Reducing their Vulnerabilities

Direct Work with Children who are being Criminally Exploited:

The following list includes a range of practical tips and recommendations for professionals when working with children who have been, or are being, criminally exploited and also relevant for work with children sexually exploitation:

- Be interested, professionally curious, listen to what the child is saying, and hear it from a safeguarding perspective.
- Don't make judgements, especially in relation to their involvement in criminal activities.

Remember they may appear to be willing participants, but it is likely that their actions and choices are being controlled by perpetrators with more power than them

- Advocate for the child, such as making a referral to the National Referral Mechanism if appropriate.
- Challenge professional views which are oppressive, judgmental, or reject the need for a child protection response.
- Explain what is happening and why you might need to share information. Keep the child updated on any outcomes.
- Ensure the child is given choices.
- Throughout their experience of being criminally exploited, they will have been working with parameters of little or no choice, and therefore it is important that the child is given the element of choice back.
- As a starting point to explaining exploitation, it can be helpful to talk about the long hours a child is expected to carry out criminal activities as being exploitative in itself. This can open up further discussion about what is going on for them.
- Explore a child's identity and ensure you create a safe space for this.
- Discussing relevant music and music videos can open up conversations around county lines, physical/sexual violence, status, power and control.
- Look to build a child's resilience, looking at their strengths and future plans.
- Be creative in your approach and ask what the child wants and needs.

Challenges of Engaging with Children who have been Criminally Exploited:

Some key facts to remember with regards to CCE include:

- Both males and females can be exploited.
- Children are targeted and groomed for CCE in major cities and trafficked into county areas.
- Boys aged 14 to 17 are the most often targeted, however girls and children as young as 10 are targeted too.
- Children can be shown how, or made, to internally insert and carry drugs in their rectum or vagina.
- Children can often store wrapped drugs in their cheeks, which can then be more easily swallowed if approached by police.
- These established bases can often involve exploitation of vulnerable adults
- Children can receive money, mobile phones, credit, expensive clothing, jewellery, new haircuts or other items and gifts in exchange for their activities.
- Children can be vulnerable to targeting at pupil referral units, alternative education provisions, special education needs provisions and care homes/placements.
- Children are often given targets to sell drugs to, given modes of transport such as bikes or train tickets, weapons to protect themselves, and a phone with drug users' contacts on it.
- The phone lines can be worth thousands of pounds.
- There is monetary value in the selling of drugs and weapons, and also CSE related to this type of trafficking. This creates a place where perpetrators can have financial gain through the victimhood of children and vulnerable adults.
- Organised crimes groups have been known to set up children in robberies, meaning that the child believes they are in debt to the perpetrators. This is known as 'debt bondage', where the child believes they have to work for free to pay off the debt. This can also apply if the child is actually robbed, or if they are arrested and have drugs, money or the phone confiscated by police.
- Children may be at risk of harm from the vulnerable adults who may also be being exploited by the gangs, e.g. using their homes as a trap house.
- Those adults often have their own needs such as learning disabilities, substance misuse or mental health issues, and there have been instances of harm to children perpetrated by those individuals.

The deeper children are in the less likely they will engage and talk with professionals

CCE and older children: We need to change how we see and understand vulnerable older children. Some areas and agencies need to do more to recognise the complexity of some children's lives. The behaviours that children present with, such as offending or violence,

may result from exploitation outside the home and/or from abuse at home. Any interventions need to take into account all risks and needs. We must all understand that children who have been criminally exploited are the victims of crime.

Children's behaviours, such as offending behaviour, should be seen in the wider context of other vulnerabilities such as CE.

Unless we understand the context of the child's behaviour as well as the impact (for example, trauma, post-traumatic stress disorder (PTSD), mental health issues or substance misuse), it will not be possible for multi-agency partners to respond effectively. This means that they cannot meet the child's needs nor prevent future risk and abuse. This is particularly relevant for children exploited through county lines activity.

Barriers to Engagement:

Many factors could influence how a child engages with interventions including:

- Children are fearful of repercussions towards themselves, friends or family if they are seen to be engaging with professionals.
- The child may still be being controlled by exploiters and have no ability or power to exit.
- Even if the police are involved, the child still may not feel safe or protected from repercussions.
- The child may be fearful of getting into trouble with the police, or be in breach of a court order.
- Children who have experienced previous abuse, fractured attachments and trauma can often hold a deep mistrust of adults and services.
- The child can become withdrawn from their support network due to the grooming process, and unable to access services.
- Structural inequalities to race, gender, ethnicity, class, culture, education.
- The child may have experienced multiple professionals talking about concerns with them, which again could leave the child feeling frustrated or unable to engage.
- The child may feel embarrassed or ashamed of their experiences.
- In some cases the child may be depended/enjoy the financial gains from being involved in drug dealing which may prevent them wanting to change their behaviour and accept support.
- They may feel a sense of loyalty and brotherhood to the exploiters, and they may feel emotionally fulfilled in a way they haven't before experienced from parents, carers or professionals.
- The child may feel that they have gained 'friends' or 'family', who care for him or her.
- The child may be receiving money or rewards that they have not had access to previously, or the money may be supporting their family to cover basic needs.
- The child may feel a sense of status and power that they have not had before.
- They may see themselves as an autonomous drug dealer, rather than a victim of exploitation at the bottom of a large organised crime structure.

- This links in with the process of how an exploiter may target and groom a child, as well as with barriers to engagement and why a child may not relate to the term 'criminal exploitation'.

Understanding a Child's Behaviour:

Signs and symptoms of trauma: After shocking or unexpected events where a child has experienced intense feelings of fear or helplessness, they may experience an ongoing reaction to the event that leaves them unsettled. For example, they may experience repetitive and distressing memories, or re-experience the feeling of being scared or worried. They may also feel constantly unsettled or on their guard. Some children will avoid talking about the subject completely (not at all), while others will struggle to stop thinking about it and how they could have prevented or changed the outcome. Younger children might have bad dreams or re-enact their experience through play, some may also have difficulty concentrating, or feel lonely or irritable.

Reactions to trauma can be complicated and symptoms can include:

Psychological symptoms: denial, shock, feeling irritable, anger, guilt, shame, low mood, depression, hopelessness, helplessness, confusion, concentration and communication problems, anxiety, fear, isolation, numbness.

Physiological symptoms: sleep problems, flashbacks, heart racing, low energy, being on edge and easily startled, tension, aches, pains and loss of appetite.

Behavioural regression: with particularly small children, trauma can lead to a loss of developmental milestones. Children can become more infant-like, clingy, fearful, thumb-suck, disengage from nursery/school, start bedwetting and imitate the traumatic events.

Trauma and feelings of stress are psychological and physical responses to a one-off, prolonged and/or repeated exposure to one or more distressing or life-threatening events. Many children are resilient, and often symptoms of trauma diminish with time – but where a situation is exceptionally threatening, this is less likely. It is estimated that around a third of people go on to experience the symptoms of trauma for a longer time, and are at risk of developing Post-Traumatic Stress Disorder (PTSD).

Things you can do:

Intervening early: PTSD can be treated early when identified and there are things you can do to reduce the negative impact of traumatic events. Awareness of the symptoms is the first step: children need those who support them to be watchful. If you are identifying any of the symptoms above, discuss with their GP and/or child and adolescent mental health service.

Your response matters: In the first instance, the way that you cope with and respond to the event will influence the way the child reacts or deals with it. Evidence has shown that support from parents or carers is key to helping a child cope with what is going on. Be

honest and open about how the incident makes you feel, but try to remain calm and reassure the child that you will keep them safe. Let them explain what happened if they want you to, try to talk about the facts and identify any misconceptions or misunderstandings. Protect them from any information or details they do not need to know.

Talk through the common reactions to stress and trauma and explain that their reactions, whether visible or not, are normal reactions to extraordinary incidents. Try to strengthen your communication:

Give children experiencing trauma related symptoms undivided time. Listen carefully, avoid interrupting and ask open questions, make eye contact and show them you are interested. For some children different forms of expression are helpful. Drawing, play or stories can be metaphors to help a child to communicate. Talk to them about ways they can help themselves and come up with a plan for if they start to feel worried or down. These tactics may include breathing exercises and relaxation techniques.

Take Time Out, a guide by 'YoungMinds', highlights nine great ways to help children relax. Encourage children to think of ways they can disrupt unwanted or negative thoughts such as playing with a pet, reading a book, exercising or spending time with friends.

The Children's Society 'Trauma and Young People. A guide for parents and professionals.
https://www.childrenssociety.org.uk/sites/default/files/trauma-resource-leaflet_0.pdf

Disruption Techniques to Assist Professional Response

Tackling CE is a complex task. There are similarities between different forms of exploitation and the criminal and sexual exploitation of children may overlap. Victims of CE may at any one time, be subject to both. It is vital that frontline practitioners recognise, and by working together, deploy tactics to disrupt multiple types of exploitation when they occur.

Perpetrators of CSE and CCE can share patterns of behaviour in respect of coercion, violence, intimidation and the power imbalance inherent in them and many other offences. Similar disruption techniques could be used in relation to all CE or other offending. However, the circumstances in which the exploitation occurs can demand different approaches. Factors such as the age of victims, the context in which offences occur and the risk they pose, require a range of different tools, deployed tactically by different agencies working together.

Using Police & Local Authority Powers to Disrupt Exploitation:

Positive action should always be taken when tackling perpetrators. There may not be enough grounds to arrest a perpetrator, but when a perpetrator is identified, positive action should always be taken and a perpetrator should be held to account for their actions. The Law gives the police powers, orders and disruption tactics that can be used to hold perpetrators to account for their behaviour. Some examples of which are: Child Abduction Warning Notices, Sexual Harm Prevention Orders and Sexual Risk Orders, Sexual Risk Orders. Local Authorities also have powers to disruption, via Housing, Planning, Revenues and Benefits legislation.

Further information and guidance is included within the (Swindon and Wiltshire CSE Disruption toolkit)

Disruption Toolkits

There are a range of disruption techniques and tactics available across the partnership, together with opportunity to capture intelligence and information relating to the offenders, these should be used to full effect and opportunities to disrupt or prosecute offenders is key to the effectiveness of disrupting and reducing sexual and criminal exploitation. The current disruption techniques that we have used in Swindon include: Intelligence Reporting, Child Abduction Warning Notices (CAWNs), Sexual Risk Orders (SROs), National Referral Mechanism (NRMs) and Review of Licensed Premises (RLPs). The National Working Group Disruption Toolkit covers all available disruption tactics with clear explanation of the processes.

The Children's Society's Disruption Checklist for Criminal Exploitation below is a useful tool in highlighting the process to identify if a child has been trafficked.

https://www.childrenssociety.org.uk/sites/default/files/disruption-checklist-for-child-criminal-exploitation.pdf - Children's Society -Disruption checklist for CCE (related to 'county lines')

Intelligence Gathering and Information Sharing

Wiltshire Police require all intelligence to be submitted using an online form for use by multi-agency partners. Due to the nature of information often being anecdotal or unsubstantiated, such sharing must be completed with sensitivity to data protection, confidentiality and human rights. However, it is often small seemingly innocuous pieced of information that come together to identify those with present risk

Strong links have been identified between different forms of sexual exploitation; running away from home, gang activity, child trafficking, substance misuse and internet/mobile phone grooming and abuse. Professional responsibility is to safeguard children, therefore, in addition to assessing and responding to the needs of individual children, broader responsibilities include deterrence and disruption of those who wish to exploit.
An important part of the disruption toolkit, is the submission of intelligence collected in our work with children and their families. Intelligence is information that is used to build a picture of current trends or patterns, in order to assist the police to prevent, investigate and disrupt crime. It is a continuous process, and any intelligence shared will be risk assessed by the police. Each police force will have its own process for capturing such intelligence.

Link to Wiltshire and Swindon Intelligence Form

To submit any intelligence this is Wiltshire's Police link to complete the online intel form- https://www.wiltshire.police.uk/4795

The link below is The Children's Society report: 'Capturing and Reporting Intelligence', which provides a chart that outlines some examples of intelligence that may arise when speaking with children and families.

The National Referral Mechanism

Child trafficking is child abuse. When an agency comes into contact with a child who may have been trafficked Children's Services and police should be notified immediately. All children, irrespective of their immigration status, are entitled to protection. When a child has been trafficked for criminal or sexual exploitation, even if between one street to another, this is still defined as trafficking.

This NRM is used in Swindon to highlight when children are viewed as being a victim of exploitation, even if they appear to have consented to the activity. '*Any child who is recruited, transported or transferred for the purposes of exploitation is considered to be a trafficking victim, whether or not they have been forced or deceived. Even when a child appears to have submitted willingly to what they believe to be the will of their parents or accompanying adults, it is not considered possible for a child to give informed consent. Our*

domestic legislation makes it clear that an intention to traffic and exploit, even if the exploitation has not occurred, is also a criminal offence'.

The NRM is a victim identification and support process which is designed to make it easier for all the different agencies that could be involved in a trafficking case – e.g. police, Home Office UK Visas and Immigration Directorate, local authorities, Health and Social, and non-governmental organisations (NGOs) – to co-operate; to share information about potential victims and facilitate their access to advice, accommodation and support.

All agencies and organisations who find themselves with grounds for concern that a person may be a victim of human trafficking have a responsibility for identifying the person as a possible victim and putting him or her in touch with the responsible authorities and support providers. These are:

- Local Authorities' Children Services and designated persons within Safeguarding Children Boards
- Health and Social Care Trusts
- Home Office UK Immigration & Visas Directorate (formerly UKBA)
- Border Force
- Police
- Serious Organised Crime Agency (SOCA)
- Barnardo's
- CTAC (NSPCC Child Trafficking Advice Centre)

Once Children's Services and police have assessed indicators of trafficking and a child has been protected or safeguarded, the next step for first responders is to refer the child into the NRM. Referrals made in relation to children should be made on the child NRM referral form. Potential child victims do not need to consent to their referral.

The referral form and guidance notes, including a list of potential indicators of children who may have been trafficked can be found at: https://www.gov.uk/government/publications/human-trafficking-victims-referral-and-assessment-forms

Youth Justice Legal Centre information on: CCE: county lines gangs, child trafficking & modern slavery defences for children https://yjlc.uk/wp-content/uploads/2018/02/Modern-Slavery-Guide-2018.pdf

Child Exploitation Tools, Web links and Resources

The tools and web links below with enable you to support children who are being exploited through developing and improving your understanding of exploitative behaviours and tactics. In doing so you will be better equipped to offer direct work and support to children who are at risk of, or are, being criminally and/ or sexually exploited.

Local Processes

Concerns about Child Exploitation?

It is important that the Police and Social Care are made aware of any concerns or intelligence you have about child exploitation to enable them to build a bigger picture of any risks to children. You may be aware of information that when considered in isolation may seem irrelevant but may be a key part of the jigsaw. It is important that this intelligence is recorded on the child's file and shared with the Police / Multi Agency Safeguarding Hub.
If you have safeguarding concerns relating to a child contact the Police/Multi Agency Safeguarding Hub (MASH) via **Swindonmash@swindon.gov.uk** or 01793 466903.

The child exploitation screening tool is to be used as part of any assessment process. Click here to access:

The Multi-Agency Risk Panel (MARP): The purpose of MARP is to Quality Assure the safety planning in place for children at risk of Missing, and Child Exploitation. MARP makes Multi-Agency recommendations regarding the safety planning to all partners to safeguard and promote the welfare of children and young people highlighted at MARP.

The MARP does not replace or supersede any current policy or procedure in relation to child protection nor does it singularly address exploitation of children and should be followed in conjunction with current child protection procedures.

Child Sexual Exploitation

CSE Resources:

http://www.paceuk.info/wp-content/uploads/2013/11/Relational-Safeguarding-Model - PACE Best practice in working with families affected by CE

http://eprints.whiterose.ac.uk/140856/1/Vulnerability_and_CSE_for_CSP_15th_Dec.pdf#:~:text=Vulnerability%20and%20CSE%3A%20An%20approach%20grounded%20in%20lived,dilemma%20of%20human%20agency%20in%20relation%20to%20CSE – Vulnerability and CSE: Towards an approach grounded in life experiences.

https://www.pkc.gov.uk/media/37498/The-Hidden-Diversity-of-those-at-Risk-of-CSE/pdf/The_Hidden_Diversity_of_those_at_Risk_of_CSE.pdf?m=636114320267600000-

https://www.communitycare.co.uk/2019/11/20/where-are-the-black-girls-in-our-services-studies-and-statistics-on-csa/

https://www.csepoliceandprevention.org.uk/sites/default/files/cse_nte_toolkit.pdf
CSE: A Toolkit for Professionals Working in the Night Time Economy

https://www.barnardos.org.uk –Barnardos

https://www.nspcc.org.uk
Their website has a specific set of resources for use with children and their families when dealing with CSE. These resources include video materials, case studies, reporting mechanisms, research findings and statistics as well as contact details for their help lines.

https://safeandsoundgroup.org.uk/what-is-cse/who-is-at-risk-of-cse/
Safe Sound Group

https://www.childrenssociety.org.uk/what-is-child-sexual-exploitation-The Children's Society

https://www.nwgnetwork.org - That National working Group:

https://www.childrenssociety.org.uk/knowing-the-signs-of-child-sexual-exploitation- signs of sexual exploitation.

https://safeandsoundgroup.org.uk/what-is-cse/who-is-at-risk-of-cse/- CSE resources

https://safeandsoundgroup.org.uk/resources/ - CSE resources

CSE and Online Safety:

CEOP (CE Online Protection): CEOP helps keep children safe from sexual abuse and grooming online.
We are here to help and give you advice, and you can make a report directly to us if something has happened to your child online which has made either you or your child feel unsafe, scared or worried. This might be from someone they know in real life, or someone they have only ever met online.
https://www.ceop.police.uk/Safety-Centre/How-can-CEOP-help-me-YP/How-can-CEOP-help-me-parent

Thinkuknow: Resource library for children, parents/carers and professionals - to search and view

Thinkuknow resources by category and age range. Each resource has a detailed description covering key aims and suggestions for delivery to children.
https://www.thinkuknow.co.uk/professionals/resources/

CE Online Protection (CEOP) is a Command of the National Crime Agency: The website has links on a rang of information about keeping children safe from CSE

https://www.ceop.police.uk/safety-centre

https://www.bt.com/skillsfortomorrow/families - BT online advice for parents and children

Brook: **Staying Safe Online -** User friendly website – on most aspects of sex, sexual health, your body, relationships, dating for people with disabilities
https://www.brook.org.uk/topics/staying-safe-online/

Brook: **Healthy Lives for Young People**:
Staying Safe Online: https://www.brook.org.uk/topics/staying-safe-online/

Connect Safely UK: Advice for parents/carers on online safety
https://www.connectsafely.org/

CSE and the Law:

https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners -National CSE Definition

http://www.cps.gov.uk/legal/p_to_r/rape_and_sexual_offences/soa_2003_and_soa_1956/#a13 -(HM. Gov, Sexual Offences Act, 2003) The Sexual Offences Act (Ch. 2, s5-8 and s 913)

CSE and Diversity:

Children with Learning Needs:
Childrens Society Report: Overprotected, Underprotected:
https://www.childrenssociety.org.uk/sites/default/files/17192_CSE_L%2BD_Executive-Summary-v2_0.pdf

Easy Read version:
https://www.childrenssociety.org.uk/sites/default/files/Underprotected%20Overprotected%20Easy%20Read.pdf

Older Teenagers – 16 – 17 years:
Childrens Society Report: Old Enough To Know Better? Why Sexually Exploited Teenagers are Being Overlooked. What happens when an older teenager reveals they are being exploited, and what can be done to improve protection and support
https://www.childrenssociety.org.uk/sites/default/files/cse002_report_v7_lowres-002.pdf

Childrens society: Free online resources for activities with youth groups:
https://www.childrenssociety.org.uk/seriously-awkward-youth-group-resources

LGBTQ:
Supporting LGBTQ+ children at risk of CSE – Guidance for Professionals:
https://www.csepoliceandprevention.org.uk/sites/default/files/cse_guidance_lgbtq

Barnardos: *Everyone should be free to be themselves*: We support LGBTQ children and young people in the UK.
https://www.barnardos.org.uk/what-we-do/supporting-young-people/LGBTQ

Wider Diversity:
It's not on the Radar: The Hidden Diversity of children at Risk of Sexual Exploitation in England - Barnardo's Report 2016
https://www.basw.co.uk/system/files/resources/it_s_not_on_the_radar

BAME Children:
Supporting Black and Minority Ethnic children Experienced CSE – Guidance for Professionals.
https://www.csepoliceandprevention.org.uk/sites/default/files/cse_guidance_bame

Children with physical disabilities:

Working with deaf and physically disabled children in relation to Child sexual abuse and other forms of exploitation: A toolkit for professionals.
https://www.csepoliceandprevention.org.uk/sites/default/files/tcs_cse_physicaldisabilities_toolkit.pdf

www.widgit.com – OPAL has access to the Widgit resource to make up communication aids for children with communication difficulties.

https://yoopies-cms.cdn.prismic.io/yoopies-cms/1d6deb02-0507-4654-9113-c48ea0ef44d9_Version+2_+Parent%27s+guide+to+black+lives+matter.pdf – Black Lives Matters Website

CSE and Parents:

https://paceuk.info/wp-content/uploads/2020/01/Parents%E2%80%99-experiences-of-Children%E2%80%99s-Social-Care-Report-digital.pdf PACE Parents' experiences of the Children's Social Care system when a child is sexually exploited

Parents Against CSE (PACE): PACE works alongside parents and carers of children who are – or are at risk of being – sexually exploited by perpetrators external to the family. They offer support for parents and carers, including a telephone helpline, a befriending scheme and access to a free online course which supports them to recognise signs of CSE and what to do if they have concerns. They also offer guidance and training to professionals on how CSE affects the whole family. PACE aims to enable and promote the role of parents and carers in safeguarding children being sexually exploited, disrupt and bring perpetrators to justice, and reflect the active safeguarding role of parents and the impact on families of CSE. The PACE website hosts resources that explore and explain the nature of CSE that are targeted at parents and carers. http://paceuk.info/
http://www.paceuk.info/about-cse/what-is-cse

CEOP (CE Online Protection): CEOP helps keep children safe from sexual abuse and grooming online. *We are here to help and give you advice, and you can make a report directly to us if something has happened to your child online which has made either you or your child feel unsafe, scared or worried. This might be from someone they know in real life, or someone they have only ever met online*.
https://www.ceop.police.uk/Safety-Centre/How-can-CEOP-help-me-YP/How-can-CEOP-help-me-parent

Supporting Parents and Carers of children Affected by Sexual Exploitation: A Toolkit for Professionals
https://www.csepoliceandprevention.org.uk/sites/default/files/tcs_parents_carers_toolkit.pdf

The Children's Society Trauma and Young People. A guide for parents and professionals.
https://www.childrenssociety.org.uk/what-we-do/resources-and-publications/trauma-and-young-people-a-guide-for-parents-carers-and

CSE and Boys:

Boys and Young Men at Risk of Sexual Exploitation: A Toolkit for Professionals:
https://www.csepoliceandprevention.org.uk/sites/default/files/Boys%20and%20Young%20Men%20Toolkit.pdf

Health, Relationships and Sexual Health:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/771130/The_mental_health_needs_of_gang-affiliated_young_people_v3_23_01_1.pdf- Public Health England -Briefing on the mental health needs of gang –affiliated child.

https://www.researchinpractice.org.uk/children/news-views/2018/june/trauma-informed-responses-in-relationship-based-practice/ RIP by Danny Taggart

Research in Practice: **Trauma Informed Approaches with Young People - Briefing**
https://tce.researchinpractice.org.uk/wp-content/uploads/2020/02/Trauma-informed-approaches-with-young-people-Frontline-briefing.pdf

Research in Practice: **Young Person-Centred Approaches in CSE: Promoting Participation and building Self-Efficacy – Frontline Tool**
https://tce.researchinpractice.org.uk/wp-content/uploads/2020/02/Young-person-centred-approaches-in-CSE-promoting-participation-and-building-self-efficacy-Frontline-Tool.pdf

Research in Practice: **Promoting Resilience in Children and Young People and Families** identifies processes to promote and enhance resilience and suggests evidence-informed interventions that frontline practitioners can use.
www.rip.org.uk/research-evidence/research-briefings/frontline
https://tce.researchinpractice.org.uk/topic/resilience/

Supporting children and cse – childrens homes
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/582354/Child-sexual-exploitation-support-in-childrens-homes.pdf

It Takes a Lot to Build Trust This report commissioned for the Children's Commissioner (Cossar et al, 2013) includes a conceptual framework to help practitioners understand the complexity of recognition, telling and help from the perspective of the child.
https://www.childrenscommissioner.gov.uk/report/it-takes-a-lot-to-build-trust/

The Teen Relationship Workbook: for professionals helping teens to develop healthy relationships and prevent domestic violence
Author: Kerry Moles.
Publishers: Wellness Reproductions & Publishing.
ISBN 13:978-1-893277-03-8

Draw on Your Relationships: Creative Ways to Explore, Understand and Work through Important Relationship Issues

Author: Margot Sunderland
Publishers: Speechmark Publishing Ltd.
ISBN: 978-0-86388-629-4

Brook: **Healthy Lives for Young People**: User friendly website – on most aspects of sex, sexual health, your body, relationships, dating for people with disabilities
https://www.brook.org.uk/topics/relationships/
Relationships: https://www.brook.org.uk/topics/relationships/
Contraception: https://www.brook.org.uk/topics/contraception/
STI's: https://www.brook.org.uk/topics/stis/
Staying Safe Online: https://www.brook.org.uk/topics/staying-safe-online/

NSPCC: **Making sense of relationships**; teaching resource
https://learning.nspcc.org.uk/research-resources/schools/making-sense.

BBC: **Teach – VIDEO** Children from across the UK pose questions to trusted adults on the topic of sex.
https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-sex-what-its-all-about/zht8y9q

NSPCC: **Keeping Children Safe/Sex-Relationships:** Advice for Parents/cares on how to talk to their child about sex, sexuality and relationships.
https://www.nspcc.org.uk/keeping-children-safe/sex-relationships/

NSPCC: **Relationships, health and sex education statutory guidance:**
https://learning.nspcc.org.uk/research-resources/2019/relationships-and-sex-education-statutory-guidance

NSPCC: **Love Life: Resources for young people with learning disabilities.** *Helping young people explore topics such as emotions, relationships and identity*
https://learning.nspcc.org.uk/research-resources/schools/love-life

MENCAP: **Sexuality and Relationships:** *Friendships and sexual relationships are a rich and important part of everyone's life & that includes people with a Learning Disability*
https://www.mencap.org.uk/blog/lets-talk-about-sex

BISH UK: A guide to sex, love and you for everyone over 14 yrs. *It's for people who are (or are thinking about) having sex / relationships. It's for all genders and sexualities, people with disabilities, backgrounds, beliefs and values.*

BISH TRAINING: Downloadable resources:
https://bishtraining.com/bish-leaflets-download

Theoretical Approaches to work with Children and CSE:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/771130/The_mental_health_needs_of_gang-affiliated_young_people_v3_23_01_1.pdf- Public Health England -Briefing on the mental health needs of gang –affiliated child.

https://www.researchinpractice.org.uk/children/news-views/2018/june/trauma-informed-responses-in-relationship-based-practice/ RIP by Danny Taggart

Research in Practice: **Trauma Informed Approaches with Young People - Briefing**
https://tce.researchinpractice.org.uk/wp-content/uploads/2020/02/Trauma-informed-approaches-with-young-people-Frontline-briefing.pdf

Research in Practice: Young Person-Centred Approaches in CSE: Promoting Participation and building Self-Efficacy – Frontline Tool
https://tce.researchinpractice.org.uk/wp-content/uploads/2020/02/Young-person-centred-approaches-in-CSE-promoting-participation-and-building-self-efficacy-Frontline-Tool.pdf

Research in Practice: Promoting Resilience in Children and Young People and Families identifies processes to promote and enhance resilience and suggests evidence-informed interventions that frontline practitioners can use.
www.rip.org.uk/research-evidence/research-briefings/frontline
https://tce.researchinpractice.org.uk/topic/resilience/

Supporting children and cse – children's homes
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/582354/Child-sexual-exploitation-support-in-childrens-homes.pdf

It Takes a Lot to Build Trust This report commissioned for the Children's Commissioner (Cossar et al, 2013) includes a conceptual framework to help practitioners understand the complexity of recognition, telling and help from the perspective of the child.
https://www.childrenscommissioner.gov.uk/report/it-takes-a-lot-to-build-trust/

The Children's Society 'Trauma and Young People. A guide for parents and professionals.
https://www.childrenssociety.org.uk/sites/default/files/trauma-resource-leaflet_0.pdf

Health and Wellbeing:

Public Health England: **Report: Promoting children and young people's emotional health and wellbeing**
https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing

Brook: Health & Wellbeing. https://www.brook.org.uk/topics/health-and-wellbeing/
Think Good-Feel Good: Using CBT with children and young people

Author: Paul Stallard
Publishers: John Wiley & Sons, Ltd. ISBN: 13-978-0-470-02508-6

Think Good-Feed Good: A cognitive Behaviour Therapy Workbook for Children and Young People
Author: Paul Stallard
Publishers: John Wiley & Sons, Ltd. ISBN: 13-978-0-470-84290-4

Draw on Your Emotions: Creative Ways to Explore, Express & Understand Important Feelings
Author: Margot Sunderland & Philip Engleheart
Publishers: Speechmark Publishing Ltd. ISBN: 0-86388-339-7

BBC: Teach. Class Clips: VIDEOS PSHE KS2/KS3: **When I worry about things**.
A collection of short animated films that use powerful personal testimony to explore mental health issues from the perspective of young people e.g., bullying, being bullied, panic attacks, depression & anorexia.
https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2--ks3-when-i-worry-about-things/z7jyd6f

Websites for drug/substance misuse : http://www.talktofrank.com/drug/legal-highs and http://www.drugwise.org.uk

Adolescents, Risk-Taking Behaviour and Brain Development:

Research in Practice: Risk-taking adolescents and child protection strategic briefing
https://www.researchinpractice.org.uk/children/publications/2014/january/risk-taking-adolescents-and-child-protection-strategic-briefing-2014/

TeD.COM/TALKS: Watch a 14-minute lecture on the '**mysterious workings of the adolescent brain'** by Professor Sarah-Jayne Blakemore from the Institute of Cognitive Neuroscience at UCL (www.ted.com/talks).
She explains the dramatic changes that take place in the prefrontal cortex during adolescence and their impact on how adolescents think and behave, including risk-taking.
You can also watch an hour-long lecture on the teenage brain by Professor Blakemore given to the Royal Society of Arts in November 2013 (http://royalsociety.org/events/2013/the-teenage-brain/).

Blame my brain: Author: Nicola Morgan **SBN:** 9781406346930
Blame My Brain was the first book in the world to show teenagers what's going on in their heads. It changed the way adults think about adolescence. It speaks directly to teenagers but parents and teachers usually grab it and devour it eagerly. What scientists have discovered about the teenage brain will amaze, empower and reassure you, whether you're a teenage or an adult who cares about teenagers.
https://www.helpguide.org/articles/ptsd-trauma/helping-children-heal-video.htm
American video explaining Trauma from pregnancy through childhood and how parents need to support children in regulating children's emotions.

https://www.youtube.com/watch?v=gm9CIJ74Oxw
Dr Segal Hand model of the brain when it flips it's lid

https://www.youtube.com/watch?v=3bKuoH8CkFc -children's version of how the brain works in managing emotions

https://www.trylife.tv/ - TryLife is an interactive drama series, designed by some of the best people from the creative, youth, education and health care industries in which the story is moulded and shaped by the user. Pick a character, guide them through life and make the decisions. You live with the consequences. **You Try Life**

CSE and Perpetrators:

https://www.csacentre.org.uk/our-research/perpetration/- Centre for Sexual Abuse 'Characteristics and perspectives of adults who have sexually exploited children Scoping research'.

https://www.uobcsepolicinghub.org.uk/assets/documents/KH-short-film-briefing.pdf - Short film about perpetrators

https://www.csacentre.org.uk/csa-centre-prod/assets/File/CSE%20perpetrators%20research%20programme%20briefing.pdf- Centre for Sexual Abuse 'CSE perpetrators research programme briefing'

https://www.csacentre.org.uk/csa-centre-prod/assets/File/CSE%20perpetrators%204%20-%20Interventions%20for%20perpetrators%20of%20CSE.pdf - Centre for Sexual Abuse 'Interventions for perpetrators of CSE, A scoping study'

https://www.csacentre.org.uk/csa-centre-prod/assets/File/CSE%20perpetrators%202%20-%20Characteristics%20and%20motivations%20of%20perpetrators%20of%20CSE.pdf - Characteristics and motivations of perpetrators of CSE A rapid evidence assessment of research

Self-Harm:

Young Minds Uk: Info & resources for C&YP, parents and professionals.
https://youngminds.org.uk/youngminds-professionals/our-projects/no-harm-done/
youngminds.org.uk/find-help/feelings-and-symptoms/self-harm/

NSPCC: Self-harm - NSPCC | The UK children's charity | NSPCC
https://www.nspcc.org.uk/.../childrens-mental-health/self-harm

Research in Practice: How can we support children & Young People who Self-Harm?
https://www.researchinpractice.org.uk/children/news-views/2019/

NHS Pennine, NHS Foundation Trust: Self-Harm & Children & Young People Handbook
https://healthyyoungmindspennine.nhs.uk/resource-centre/guides/self-harm-in-children-and-young-people-handbook/

Young Minds: Parents Guide to Support Self-Harm https://youngminds.org.uk/.../parents-guide-to-support-self-harm

Mentoring:

https://www.iprovefit.co.uk- Swindon provider working with children to establish trusting relationships to break down barriers to learning and personal growth through positive role-modelling, strengthening and influencing confident values around oneself and reaching those significant aspirations.

SMASH: Helps children who are not thriving to improve their levels of well-being to create good memories, improve their decision-making, gain a sense of self-worth and help them see a brighter future. Pinetrees community centre, Pinehurst, Swindon, SN2 1QR.
Tel: 01793 729748
http://smashyouthproject.co.uk/

Youth Organisations:

Youth Organisation with tools for working with young people-
https://youthworksupport.co.uk/youth-workers/

Youth Literacy Website- https://literacytrust.org.uk/family-zone/zone-in/

LGBTQ+:

Out of the Can Plus: LGBTQ+ (13 – 19 yrs) youth group in Swindon.
http://outofthecan.org/

Youth Pride Swindon.
https://www.facebook.com/Prideyouthswindon

Swindon Youth For Christ: 113 Whitbourne Ave, Swindon SN3 2LG
Phone: 01793 977676
https://swindon.yfc.co.uk/

ROYAL AIRFORCE CADETS:
633 (West Swindon) Air Squadron: Lydiard Park Academy, Swindon, SN5 6HN
Phone: No not available
https://www.633atc.co.uk/

1244 Air Squadron: Upham Road, Swindon, Wiltshire, SN3 1DH
Phone: 01793 534363
https://www.1244squadron.org.u

878 (Highworth) Air Squadron: Newburgh Place, Highworth, Wiltshire, SN6 7DN
Phone: 01793 766878
https://www.878squadron.org.uk

SEA CADETS: Upham Road, Swindon, Wiltshire, SN3 1DH
https://www.sea-cadets.org/swindon

SWINDON SCOUTS*: Skills for life in Swindon*
https://www.swindonscouts.org.uk

SWINDON GIRL GUIDES*: (*Rainbow, Brownie, Guide and Ranger units) We *build girls' confidence and raise their aspirations. We give them the chance to discover their full potential and encourage them to be a powerful force for good.*
https://www.girlguidingwiltshirenorth.org.uk/

Criminal Exploitation

Criminal Exploitation-County Lines:

https://paceuk.info/wp-content/uploads/Relational-Safeguarding-Model-2019-digital.pdf - PACE Relational Safeguarding Model -Best practice in working with families affected by CE

https://www.england.nhs.uk/wp-content/uploads/2018/11/recognising-acting-on-signs-of-county-lines.pdf -What is County Lines? - An NHS England Case Study

https://www.childrenssociety.org.uk/sites/default/files/exploitation-toolkit.pdf - The Children's Society Toolkit for professionals

https://mypovonline.com/mypov/activity/780/ - video about County Lines

https://mypovonline.com/mypov/activity/780/ - What is County Lines? 15 mins video - Rhiannon Sawyer from The Children's Society discussing County Lines and all aspects of criminal exploitation– link below
https://www.childrenssociety.org.uk/what-we-do/our-work/tackling-criminal-exploitation-and-county-lines - The Children's Society, 'Tackling CCE.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/870035/Safeguarding_children_at_risk_from_criminal_exploitation_review.pdf -"It was hard to escape" (The Child Safeguarding Practice Review Panel, 2020).

https://www.youtube.com/playlist?list=PLHQ6K3_1FVtQKACI0LxYgZh5ln6r38nNr - County Lines videos – real events of a 13 year old boy being exploited by a County Lines SCO. Some videos violently explicit so need to be viewed prior to being shown.

https://www.bbc.co.uk/programmes/m0009b47 - Radio 4 Programme- Lost on the line: The county lines gangs recruiting girls Film on 4 hears the untold story of girls trapped in the violent world cross-country drugs gangs.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance_-_Sept2018.pdf -Home Office- Criminal Exploitation of children and vulnerable adults: County Lines guidance.

https://www.youtube.com/watch?v=4G2HPoWGWts – 4 minute video on 'How easy it is to groom children' for exploitation.

http://news.met.police.uk/news/what-is-the-true-cost-of-a-bag-of-drugs-for-a-night-out-with-friends-406756 - A short film titled 'Fair Trade', written and directed by London filmmaker Leon Oldstrong, in association with the Met, follows the life of a 15-year-old Jason Bojai who is groomed by an exploitative gang in south London.

https://www.researchinpractice.org.uk/all/content-pages/videos/a-young-persons-insight-and-experience-of-criminal-exploitation-county-lines-a-video/

This video presents a young girl's insight into their experience of being criminally exploited while placed in local authority care. She explains how she was drawn into a county lines gang, the nature of some of this exploitation, what enabled her to exit, and what social care practitioners and other professionals did to help as well as what might have made a difference sooner.

https://www.youtube.com/playlist?list=PLHQ6K3_1FVtQKACI0LxYgZh5ln6r38nNr
ALFIE'S STORY A series of films about a young boy groomed and criminally exploited by drug dealers. Based on real-life events; co-written with survivors and made with a local cast to show how grooming and CCE works and how we can look out for each other.
Video 1 & 2 is appropriate for families and children as an awareness of on-Line grooming.
Video 3 & 4 are explicitly violent and should be previewed to decide if appropriate for the audience. .
As featured on BBC and ITV.

https://www.childrenssociety.org.uk/sites/default/files/children_at_risk.pdf - CE: stage of recruitment

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf- Home Office- Preventing youth violence and gang involvement Practical advice for schools and colleges.

https://learning.nspcc.org.uk/services/child-trafficking-advice-centre/ - NSPCC: Child Trafficking Advice Centre - Provides free guidance and training to professionals concerned that a child has been or is about to be trafficked into or out of the UK.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf - Home Office: Criminal Exploitation of children and vulnerable adults: County Lines guidance - This guidance is primarily aimed at frontline staff who work with children, young people and potentially vulnerable adults. This includes professionals working in education, health, housing, benefits, law enforcement (police) and related partner organisations.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf - Practical advice to Schools and Colleges

http://www.alteregocreativesolutions.co.uk/county lines Alter Ego group cover 'County Lines' a theatre play to raise awareness around CCE – specifically the strand of the County Lines drug trafficking model that sees vulnerable adults and young people targeted by organised groups and gangs to groom, trick, trap and manipulate them into trafficking drugs and sometimes weapons. This was for carers, parents, teachers, young people year 7+

https://www.bindmans.com/insight/blog/everything-you-need-to-know-about-police-cautions - Web link to everything you need to know about a Police Caution

https://youthlegal.org.uk/a/26328751-40783156 - Stop and Search Fact Sheet

Contextual Safeguarding:

www.contextualsafeguarding.org.uk
Excellent website containing most up to date Contextual Safeguarding information/tools

https://www.csnetwork.org.uk/assets/images/Assessment-and-Intervention-Planning-Guide_190820_110912.pdf- Assessment and intervention planning for young people at risk of extra-familial harm: A practice guide

https://vimeo.com/427653341- An introduction webinar to Contextual Safeguarding by Dr. Carlene Firmin

https://vimeo.com/189914822 - In this video Danielle Fritz (International Centre) reflects on what contextual safeguarding means to practitioners.

www.rip.org.uk
Evidenced based website with research briefings on Safeguarding approaches, including Contextual Safeguarding.

https://www.researchinpractice.org.uk/children/publications/2019/may/safeguarding-and-exploitation-complex-contextual-and-holistic-approaches-strategic-briefing-2019/ RIP-strategic briefing document on Safeguarding and Exploitation

http://safetonetfoundation.libsyn.com/contextual-safeguarding-with-dr-carlene-firmin-mbe - good overall understanding of Contextual Safeguarding and interventions

https://www.researchinpractice.org.uk/children/content-pages/videos/young-people-and-gangs-approaches-to-assessment-and-intervention-to-facilitate-their-disengagement-part-1/
+
https://www.researchinpractice.org.uk/children/content-pages/videos/young-people-and-gangs-approaches-to-assessment-and-intervention-to-facilitate-their-disengagement-part-2/
Two part webinars that explore why young people join gangs and the nature and impact of CCE from the RIP website.

Direct Work Tools Working with CCE:

https://yjresourcehub.uk/safeguarding-and-exploitation/item/635-child-drug-exploitation-a-tool-box-for-building-resilience.html - Direct work toolkit developed by Oxfordshire Youth Justice to Service to work directly with children who are vulnerable to exploitation with the aim of building up children's resilience to exploitation and abuse.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015

.pdf - Preventing youth violence and gang involvement Practical advice for schools and colleges.

https://www.youtube.com/watch?v=Mi2-EuTBIyo – You Tube video 'Possession With Intent To Supply' - with direct work questions to encourage discussion with children and young people.

http://www.sheffkids.co.uk/adultssite/pages/communicrateworksheets.html - Direct work templates from Sheffield LA for 1-1 work with children and young people.

https://www.researchinpractice.org.uk/children/content-pages/videos/risks-resilience-and-relationships-safeguarding-adolescents-into-adulthood/
32-minute video by Dez Holmes, Director at Research in Practice, on Risk, Resilience and Relationships: Safeguarding adolescents into adulthood, on supporting young people to transition to adulthood and safeguarding from harm.

https://cdn.catch-22.org.uk/wp-content/uploads/2018/08/what-makes-up-a-good-relationship.pdf - What makes a good relationship

Children with Learning Difficulties/Disabilities:

Beckett H & Warrington C (2014) *Suffering in Silence: Children and unreported crime* www.victimsupport.org.uk/sites/default/files/Hidden%20Victimisation%20Children_low%20res.pdf

Berelowitz S Firmin C Edwards G & Gulyurtlu S (2012) *"I thought I was the only one in the world" The Office of the Children's Commissioner's Inquiry into CSE in Gangs and Groups Interim Report* www.childrenscommissioner.gov.uk/sites/default/files/publications/I%20thought%20I%20was%the%20only%20one%20in%20the%20world.pdf

Department of Health (2001) *Valuing People: A new strategy for learning disability for the 21st century* London: Department of Health.

Fanstone C and Andrews S (2009*) Learning disabilities, sex and the law – a practical guide* London: Family Planning Association.

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Hardie E & Tilley L (2012) *An introduction to supporting people with a learning disability Birmingham: BILD.*

Smeaton E (2013) *Running from hate to what you think is love: the relationship between running away and CSE*
www.barnardos.org.uk/15505_cse_running_from_hate_2l_web.pdf

Thurman S (2011) *Communicating effectively with people with a learning disability* Birmingham: BILD.

https://www.bild.org.uk/healthysexandrelationships/ - Healthy sex and relationships: supporting people with learning disabilities and autism to have sex and relationships

Appropriate use of Language:

https://www.csepoliceandprevention.org.uk/sites/default/files/Guidance%20App%20Language%20Toolkit.pdf -From the Children's Society guidance for professionals -to be used when discussing the exploitation of children using appropriate language.

https://www.childrenssociety.org.uk/sites/default/files/emoji-dictionary.pdf - The Children's Society- Emoji Dictionary terms and understanding

https://www.nottinghamshire.police.uk/site-page/teen-translation-tool
Nottingham Police **Teen Translation Tool** have released something they call a **Teen Translation Tool** on their website.
It's split into 3 sections:
1. Warning flags - phrases which imply they are involved in some activities which would be cause for concern.
2. Terms to keep an eye on - they might be slightly concerning but, in context, they're generally harmless.
3. Fun - these are terms which are just slang or abbreviations with no concerning connotations.

Supporting Parents/Carers

Supporting Parents and Families Information Pack:

https://www.childrenssociety.org.uk/sites/default/files/cce-advice-for-parents.pdf
1-page information sheet for parents with useful contact numbers for support and advice.

https://www.childrenssociety.org.uk/sites/default/files/children_at_risk.pdf -CE: stage of recruitment

https://www.csepoliceandprevention.org.uk/sites/default/files/Guidance%20Cap%20Intel%20Toolkit.pdf – guidance for professionals and the community in reporting intelligence.

https://paceuk.info/wp-content/uploads/2020/01/Parents%E2%80%99-experiences-of-Children%E2%80%99s-Social-Care-Report-digital.pdf PACE Parents' experiences of the Children's Social Care system when a child is sexually exploited

http://www.paceuk.info/wp-content/uploads/2013/11/Relational-Safeguarding-Model - An exploratory study into family experiences of CCE.

https://safeandsoundgroup.org.uk/about/about-safe-and-sound/ - offers support and advice to parents of children who have been exploited.

https://www.missingpeople.org.uk/files/PandR/MP_Allofuswerebrokenreport_A4_Final_ONLINE.pdf - Missing People

Training:

https://safeguardingpartnership.swindon.gov.uk -Swindon's Safeguarding Partnership CE Multi-Agency Training- raises awareness of both the nature of exploitation, its impact and Contextual Safeguarding**.**

Disruption Resources

https://swindonchildcare.proceduresonline.com/pdfs/cse_handbook.pdf - Swindon and Wiltshire CSE Disruption toolkit. Some aspects of this document may also be relevant to Disrupting CCE

https://www.wiltshire.police.uk/4795 - Wiltshire's Police link to complete the online intel form

https://tce.researchinpractice.org.uk/wp-content/uploads/2020/02/Capturing-and-Reporting-Intelligence-Child-sexual-andor-criminal-exploitation-guidance-for-families-professionals-and-the-community..pdf - The Children's Society report: Capturing and Reporting Intelligence

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/794554/6.5120_Child_exploitation_disruption_toolkit.pdf -Home Office CE Disruption toolkit and Tactics

https://www.nwgnetwork.org/wp-content/uploads/2019/10/NWG-Disruption-Toolkit-3.pdf- National Working Group Disruption Toolkit

https://www.childrenssociety.org.uk/sites/default/files/disruption-checklist-for-child-criminal-exploitation.pdf - Children's Society -Disruption checklist for CCE (related to 'county lines')

https://www.csepoliceandprevention.org.uk/sites/default/files/Guidance%20Cap%20Intel%20Toolkit.pdf – guidance for professionals and the community in reporting intelligence

https://cscp.org.uk/wp-content/uploads/2019/06/National-Referral-Mechanism-guidance-for-child-first-responders-28-08-2013.pdf - National Referral Mechanism for Child First Responders

https://www.gov.uk/government/publications/human-trafficking-victims-referral-and-assessment-forms -NRM referral forms

https://mypovonline.com/?s=criminal+exploitation- Northampton CIRV programme explained for disrupting CE and allowing young people to escape from being criminally exploited.

https://www.csepoliceandprevention.org.uk/sites/default/files/cse - CSE Police and Prevention, (NSPPC, Children's Society & Victim Support: Toolkits for: Boys & Young Men, Parents and Carers, Night Time Economy, LGBT+, Parents, Children with Disabilities, Black and Minority Ethnic, parents, children with disabilities,

https://nationalcrimeagency.gov.uk/who-we-are/publications/257-county-lines-drug-supply-vulnerability-and-harm-2018/file - National Crime Agency: County Lines Threat

Assessment - A public facing Intelligence Assessment from January 2019 from the National Crime Agency.

https://yjlc.uk/wp-content/uploads/2018/02/Modern-Slavery-Guide-2018.pdf Youth Justice Legal Centre information on: CCE: county lines gangs, child trafficking & modern slavery defences for children.

Child Exploitation Resources and Web Sites

Children's Society- www.childrenssociety.org.uk **Tel: 01245 493 311**
A national charity providing useful information and tools when working with CCE.
ChildLine no:0800 11 11

NSPCC – www.nspcc.org.uk Tel: 0808 800 5000 A National charity campaigning and supporting children who have been sexually abused.

Barnardo's- www.barnardos.org.uk A national children's charity supporting children and families. Offers a service called Navigate which supports young people who are currently affected by criminal exploitation issues. Also 1-1 support for young people and awareness training to parents and professionals, in the West Midlands.
Email: dudleyexploitation@barnardos.org.uk Tel: 01384 411 722

PACE – Parents Against CE- www.paceuk.info PACE helps parents fight to keep their children safe. Enquiries: 0113 240 3040
Parents telephone support 0113 240 5226. PACE takes referrals direct from parents.

Interesting article: NPIES National Conference 'County Lines Through Parents' Lens' - Oct 2019

Growing Against Violence (GAV) www.growingagainstviolence.org.uk A charity that designs and delivers programmes for young people to prevent and protect against peer-to –peer violence and exploitation. Provides education and training for young people in schools.
Email: operations@growingagainstviolence.org.uk

SPACE- www.bespaceaware,co.uk 'Stop & Prevent Adolescent Criminal 'Exploitation. SPACE is a self-funded organisation founded in January 2018, in response to the national prevalence of CCE (CCE) and the County Lines. Offers guidance and support for parents. NWG's Parents as Safeguarding Partners benchmarking tool and practical resources: "Making Meetings Matter'.

NWG- National Working Group www.nwgnetwork.org A charity working with professionals on the issue of CE and trafficking in the UK.
Email: network@nwgnetwork.org. Tel: 01332 585371

Research in Practice- www.rip.co.uk
Contextual, Transitional and Holistic Safeguarding Approaches
Video Presentation by Dez Holmes 'Keeping Teenagers Safe: Parents Matter'

Contextual Safeguarding Network- www.csnetwork.co.uk This network brings together practitioners, researchers and policy makers who are committed to protecting young people from harm outside of the home.

ST.GILES TRUST – www.stgilestrust.org.uk A London based charity using expertise and real life experience to empower people who involved in criminal exploitation by helping them build better futures for themselves. They provide support, training advice and training. Email: info@stgilestrust.org.uk Tel: 020 7708 8000

MISSING PEOPLE – www.missingpeople.org.uk
SafeCall safecall@missingpeople.org.uk is confidential. 9am - 6pm by call/text 116 000 or emailing 116000@missingpeople.org.uk for young people missing**,** caught up in a gang or going country, they also offers support to family members or carers worried about their child/ young person being involved with a gang. Tel: 0208 392 5710

SPURGEON CHARITY- BE LEAVE – International charity based in Birmingham for girls involved in Criminal Exploitation.

CATCH22- Catch22 is a not for profit business with a social mission, delivering services that build resilience and aspiration in people and communities. Catch22 works nationally to address the multiple and complex issues that can lead to gang involvement. They provide emotional and practical support in the home and community for victims of crime along with crime prevention advice. We have experience delivering a range of victim services including restorative justice, domestic abuse, substance misuse and gangs.
Tel: 020 7336 4800
https://www.catch-22.org.uk/child-criminal-exploitation/