Identifying and responding to Child Sexual Exploitation in Bedfordshire

Guidance for Practitioners Working within Bedfordshire when responding to Child Sexual Exploitation.

Bedfordshire Against Exploitation: Tools and Documents

Practitioners Guidance Document

Exploitation Screening Tool

Multi-agency Information Submission Form

Central Bedfordshire

Luton

Visit: www.youturnfutures.com for more information on what we do as a charity.

Exploitation Screening Tool

This Indicator Tool aims to support practitioners focus on specific exploitation indicators and determine whether further investigations are needed by Children's Social Care (CSC) and Bedfordshire Police. This tool therefore informs both assessment of need and referrals to Children's Social Care

Multi-agency Information Submission Form

The form is not a substitue for any safeguarding referral and should not be used as such. The form is to be used by practitioners with concerns/information and sent to the relevant MASH AND cibintel@bedfordshire.pnn.police.uk

Practitioners Guidance Document

The guidance takes you through the process you need to follow if you have a concern about a child or young person being a victim of CE (Child Exploitation) or if you have any information about a perpetrator (s) of CE or concerns about locations being used for CE.

Contextual Safeguarding

Click the title above to visit the contextual safeguarding website. You will gain access to latest publications, video links and further information.

Home Office Disruption Toolkit

This toolkit is aimed at frontline staff working to safeguard children and young people from sexual and criminal exploitation.

Stages of Recruitment

Click the title above for info on the recruitment stages of criminal exploitation.

Trafficking

Click above for more info on trafficking for the purpose of exploitation

Language Toolkit

This document can be used by professionals when discussing the exploitation of children and young people, including when escalating intelligence and delivering training.

Contents

Introduction

The sexual exploitation of children and young people has historically been difficult to identify; however, it is now increasingly recognisable as we learn more about grooming and other methods of sexual exploitation and as we begin to take a pro-active and multi-agency approach to this type of child abuse. Child sexual exploitation has been identified across the UK in both urban and rural areas, and therefore it is happening in Bedfordshire.

This guidance takes you through the process you need to follow if you have a concern about a child or young person being a victim of CSE or if you have any information about a perpetrator of CSE or concerns about locations being used for CSE.

The purpose of this guidance is to assist practitioners with responding to Child Sexual Exploitation (CSE) in a unified and measured approach. The information outlined within this document is to help professionals identify those who are vulnerable to being sexually exploited and to have a reference guide to refer to if clarity is required on how to respond to CSE when undertaking direct work with the child and their family. This document will assist with the Home Office Child Exploitation and the Bedfordshire Child Exploitation Tool.

At the end of each section you will see a table like;

Research/Legislation/ policy	Links to specific law, policy or research if you want to find out more
Reflective practice	A set of questions for you to consider to help further your understanding

Definition

Child sexual exploitation 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 or young person 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. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Throughout this document the term child is used to describe anyone under the age of 18. This reflects the findings of the Casey report (2015) which highlighted the importance of seeing the victims as children so that their status is never overlooked.

Consistent practice across Bedfordshire

In order to ensure all children living in the county experience a high-quality service, the three SCBS and their partner agencies have worked in developing a common set of tools namely:

Child Exploitation Tool: The tool helps those working with children and young people who may be at risk to consider the necessary information to assess and take appropriate action.

Pan Beds Multi Agency Information Submission Form: All practitioners are expected to gather and share information in order to support Contribute to the identification and understanding of links between different forms of exploitation and hidden crimes therefore improving safeguarding and disruption;

- Identify networks or individuals who pose a risk to children;
- Identify locations being used for the purposes of sexual exploitation;
- Provide evidence in applications to the Court for Civil and Criminal orders

Effective multi-agency collaboration is vital and whilst law enforcement agencies lead on the pursue element in the vast majority of cases, it is essential for partner agencies to gather and share information regarding CSE.

A single set of SCB procedures; which must be followed in cases where risk of harm from sexual exploitation is identified.

Research/Legislation	- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf - Safeguarding children and young people from sexual exploitation: supplementary guidance, DCSF (2009) - https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners - https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-sexual-exploitation/ - Sex offences Act 2003 (s47 – 50) - https://www.beds.ac.uk/ic - http://www.bedfordshireagainstcse.org/ - http://www.nhs.uk/Video/Pages/cse-what-is-child-sexual-exploitation.aspx
Reflective Practice	- What makes the concerns CSE rather than other forms of controlling or manipulative relationship such as a domestic abusive relationship, or a sexually violent one. - Does a CP consultation need to be undertaken? - Think Safeguarding, Risk Management and Mapping.

Identifying Child Sexual Exploitation

There are a number of challenges for parents, carers and professionals in identifying CSE.

1) How do you differentiate between normal teenager behaviour and the behaviours that can be exhibited by those who are being sexually exploited? The practitioner needs to consider the child's actions against the key indicators of CSE alongside information that has come to their attention. It is important to note that parents and other professionals involved with the child may have also been groomed by the perpetrator(s) or may be being intimidated, and hence their ability to believe / respond to the child/ young person.

   The CE tool can assist with analysing the behaviour of a child and help to quantify the possible level of concerns there are for the child. It is important however to note that for certain groups (children who are 12 years old or younger; have learning disability or are a 'Looked after Child') because of existing vulnerability cannot be assessed at the lowest level.

   Practitioners need to speak with other agencies who know/are working with the child to see if they have concerns and if so what they are. From the child's perspective is there an organisation or worker that would be best placed to obtain further information to assist with the analysis of concerns? The CE tool is more effective if used with a multi-agency approach.

   A child displaying key indicators does not automatically equate that a child is being sexually exploited. By viewing their behaviour through a number of different prisms and analysing these observations it should reduce the possibility of wrongly categorising the risks.

2) Engaging with the child / young person: Children may be fearful of talking to professionals for a number of reasons. They may believe their relationship with the perpetrator is a mutual loving relationship. They may be involved in criminal activity (Child Criminal Exploitation) or fearful of repercussions from the perpetrator(s).

   It is easy to see a child/ young person who rejects offers of support as being rebellious or 'streetwise'. These perceptions will hinder a practitioner's ability to effectively assess the child's behaviour. If the perception is that the child has a certain level of resilience or resistance, then this view may increase the child's vulnerability.

   Grooming techniques may be used to encourage a child to behave a certain way in order to gain further control over the child or to discredit the child's credibility. The child may be using drugs or alcohol either as a coping mechanism or may be part of the perpetrators strategy to reduce the child's capacity.

   If the child is known or suspected to be using substances an understanding should be gained regarding the substance and how it is obtained. Use a description of the substance and refer to how it affected the child and what the child believes it is rather than recording the drug the child told you. This will allow analysis of whether the substance is what the child believes and challenges the credibility of the supplier.

3) Recent findings have shown how children seen to be involved in anti-social or criminal behaviour (Child Criminal Exploitation - CCE) are not always screened for CSE.

Children missing from school should also be explored as a possible CSE indicator and efforts should be made to see why the child is not attending school and where they are going.

Research/Legislation	• Parents Speak out: Crucial Partners in Tackling Child Sexual Exploitation, PACE (2016) • http://paceuk.info/ • Puppet on a string, Barnardo's (2011) • "If only someone had listened": Inquiry into Child Sexual Exploitation in Gangs and Groups, OCC (2013) • Making Justice Work, Experiences of criminal justice for children and young people affected by sexual exploitation as victims and witnesses (2015) • http://www.childrenssociety.org.uk/news-and-blogs/our-blog/protecting-children-from-sexual-exploitation-is-everyone%E2%80%99s-business
Reflective practice	• Have you completed the Bedfordshire CE tool? • Could the behaviour indicate other factors apart from CSE? CCE? • Has the child's online life been explored? • Why are they reluctant to discuss CSE concerns? • What other information can help clarify what is going on? • Are family members being threatened or intimidated?

A contextual understanding of CSE;

Research has identified the need to consider the contextual world the child lives within and the need to consider how that may enable the child to be sexually exploited.

What is Contextual Safeguarding?

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

Therefore, children's social care practitioners, child protection systems and wider safeguarding partnerships need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse beyond their front doors.

https://www.contextualsafeguarding.org.uk/assets/documents/Contextual-Safeguarding-Briefing.pdf

Methods of CSE

Gang or group association/membership:
A child's action will be controlled by the group and the initiation or expectation that the gang comes first will often result in the child having limited options in a number of their choices. Incidents where a child will be told to go out with or have sex with others may occur so the gang/group can target this person or discredit them (Honey Trap).

Party/youth culture:
Children attending a party, or a gathering of young people where the environment promotes sexual activity, or drug/alcohol use is encouraged can limit the child's awareness of what is happening or place the child under pressure. There may be a number of sexual acts occurring around the child or the child may be expected to repay the 'hosts' for the drug/alcohol they have consumed.

Relationship:
The perpetrator befriends and grooms a young person into a '*relationship*' and then coerces or forces them to have sex with their friends or associates.

Constrained choices:
This is where a child has limited choice and factors such as poverty, homelessness, hunger, etc. mean the limited choices they have can be used to exploit them.

Trafficking/organised network:
This is usually a sophisticated form of CSE and children who fall under this category should be viewed as high risk. Young people (often connected) are passed through networks, possibly over geographical distances, between towns and cities where they may be forced / coerced into sexual activity with multiple people. Often this occurs at 'sex parties' and young people who are involved may be used as agents to recruit others into the network.

Online:
Sexual exploitation can occur indirectly with the use of the internet to encourage/force or trick a child into performing sexual acts. The perpetrator can use the internet to arrange meetings, monitor the child's activity and locations, as well as gain information about their friends.

Peer to peer: An older child grooming a young sibling/friend as a prelude to abuse (can also include same age) as well as within extra-familial contexts. More recently, it has occurred within the context of 'street grooming' where young people may be 'groomed' into recruiting others into sexually exploitative networks (Pearce, 2009).

Research/Legislation	• [Running from hate to what you think is love, Barnardos (2013)](#) • [Hidden in plain sight, Barnardo's (2015)](#) • ["It's wrong but you get used to it": A qualitative study of gang-associated sexual violence towards, and exploitation of, young people in England, OCC (2013)](#) • [Sex offences act (2003) (S.15)(S.47-50)](#) • [Modern Slavery Act (2015) (s.2)](#) • [https://uniofbedscse.com/2017/02/16/new-definition-and-advice-on-cse/](#)

 Reflective practice	• The child may not see their situation as abusive, believing their lifestyle is fun and safe. Is this their insight into their assessment of risk/safeguarding? • Males are equally as vulnerable as females. Ask yourself would you respond the same if the child was a different gender and if so why? • Indentify if there is a power imbalance within the relationship and what it is?

Risk Indicators and Vulnerability Factors

The following indicators can help clarify any concerns regarding the child being sexually exploited or vulnerable to it.

1) Within family / home / relationships Change in behaviour - being more secretive / withdrawn / isolated from peers or not mixing with their usual friends.
- Increasingly disruptive, hostile or physically aggressive at home or school, including the use of sexualised language.
- Associating / relationship with significantly older men or women who encourage emotional dependence, loyalty and isolation from safe relationships (record details of adults, for example occupation, description).
- Physical or emotional abuse by a boyfriend / girlfriend or controlling adult including use of manipulation, violence and/or threats.
- Associating with other sexually exploited children / young people.
- Multiple callers (unknown adults or older young people - record description, names etc.)
- Estranged from their family.
- Regularly coming home late or going missing from home, care or education for any period of time (whether reported or not).
- Returning home after long intervals appearing well cared for, or with new clothes, gifts.

2) Health and wellbeing
- Change in physical appearance (more / less make-up, weight gain / loss).
- Increased problems related to health / sexual health.
- Marks, scars or physical injuries on the body or face which they try to cover.
- Expressions of despair, for example depression, mental ill health, self-harm, suicidal thoughts, suicide attempts, overdose, eating disorder.
- Branding of gang logos.
- Unplanned pregnancy (which may end in termination or miscarriage).
- Sexually transmitted infections or repeat tests with negative results.

3) Behaviour and experiences
- Concealed or concerning use of the internet including web-cam, online gaming (via X-box, PlayStation), chat rooms etc.
- Exclusion from school or unexplained absences from, or not engaged in school / college / training / work.
- Failing to respond to attempts to keep in touch by carer / workers, or recent disengagement.
- Reports of being taken to hotels, nightclubs, takeaways or out of area by unknown adults.
- Talking about hanging around one particular shop.
- On internet or mobile phone, such as sexting (sending explicit messages or photos to adults or peers).
- Young gay / bisexual exploring sexuality in an unsupported way.

- Increasing use of drugs or alcohol or misuse of drugs or alcohol.
- Association with gangs or constrained by 'rules of a gang'.
- Fearing gang leaders.
- Fear of victimisation from other gangs due to gang affiliation or rivalry.
- Inability to negotiate exit from a gang due to fear / dependency.
- Displaying signs of harassment / unwanted attention.
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites.
- Involvement in criminal offending activity (for example anti-social behaviour, criminal damage, theft, Child Criminal Exploitation).
- Unusual association with groups of adults.
- Having multiple mobile phones, sim cards or use of a phone that causes concern – multiple callers or more texts / pings than usual.
- Possession of hotel keys / cards or keys to unknown premises.

4) Incidents or events in the young person's life
- Entering / leaving vehicles with unknown adults.
- Frequenting areas known for on / off street sex work (Adult Sexual Exploitation).
- Receiving rewards of money or goods for introducing peers to CSE adults.
- Disclosure of sexual / physical assault followed by withdrawal of allegation.
- Knowledge of towns or cities they have no previous connection with.
- Being taken to clubs or hotels and engaging in sexual activity.
- Abduction or forced imprisonment.
- Association with taxi firms / takeaway owners (night-time economy).
- Being taken to brothels / massage parlours. (Potential Adult Exploitation)
- Seen in CSE hotspots (certain flats, recruiting areas, cars or houses).

Other vulnerability factors to consider
There is a range of factors which may make children and young people more vulnerable to being sexually exploited. These include:
- The child / young person is a migrant, refugee or asylum seeker, and/or have been trafficked.
- The child / young person is known to Children's Social Care – currently or previously the subject of a child protection plan, a child in care, known to the Youth Offending Service.
- The child / young person has physical or learning disabilities, or communication difficulties.
- Sexual exploitation has previously been identified as a specific issue for the child / young person.
- Physical, emotional or sexual abuse by parent, carer or family member.
- Current or previous substance misuse in the family.
- Family and honour-based violence/abuse, forced marriage.
- Unsuitable or inappropriate accommodation (including street homelessness, staying with inappropriate adults, living in a hostel or B&B).
- Low self-esteem.
- A history of being bullied, or of bullying.
- Living in a chaotic or dysfunctional household.
- The young person is unsure about their sexual orientation or unable to disclose their sexual orientation to their families / friends.
- Gang association either through relatives, peers or intimate relationships.

Research/Legislation	• [Running from hate to what you think is love, Barnardos (2013)](#) • [Hidden in plain sight, Barnardos (2014)](#) • [It's wrong but you get used to it (2013)](#) • [Independent Inquiry into Child Sexual Exploitation in Rotherham (1997 – 2013), Jay (2014)](#) • [Sex offences Act (2003) (S.47-50)](#) • [Modern Slavery Act 2015 (S.3)](#) • https://www.csepoliceandprevention.org.uk/sites/default/files/Guidance%20App%20Language%20Toolkit.pdf
Reflective practice	• The child may not see their situation as abusive, believing their lifestyle is fun and safe. Is this their insight in to their assessment of risk? • Males are equally as vulnerable as females. Ask yourself would you respond the same if the child was a different gender and if so why? • Indentify if there is a power imbalance within the relationship and what it is? • Is the child vulnerable to other forms of manipulation such as radicalisation? Criminal Exploitation? County Lines? Gangs?

Consent

The age of sexual consent regardless of sexual preference is 16 years old. This differs if a person is in a position of trust over the child when it rises to 18 years old. The law requires that for every sexual activity a person needs to consent to this.

The child may believe and perceive the sexual activity to be consensual as they may have been groomed or have limited understanding of what constitutes being able to give consent. A number of serious case reviews have highlighted that Professionals have assumed that the child has consented to sexual activity or have not identified when a child's description of a sexual act has not met the threshold to consent.

It is important to note however that in order for a person to be able to consent they need:

Choice - Someone is free to make a choice if there isn't anything bad that would happen to them if they said no - for example if they were being threatened with violence or if they felt forced into deciding because they didn't feel they could do anything else.

Freedom - Freedom is also affected if there is a power imbalance between two people, because of age, status or some kind of dependency (i.e. drug use, financial control). Having the freedom to consent means doing something because you want to, not because something or someone is pressuring you one way or the other

Capacity - Capacity is about whether you are physically and/or mentally able to make a choice and to understand the consequences of that choice. Being under the influence of drugs/alcohol will affect a person's capacity. Other examples that will affect a person's capacity are: if you are asleep, unconscious have a learning disability or of a younger age... basically anything that means you aren't fully aware of what saying yes or no means.

No child under the age of 13 can consent to have any form of sexual activity. The cup of Tea & consent YouTube clip is very helpful tool in discussing the concept with young people. https://www.youtube.com/watch?v=pZwvrxVavnQ

Research/Legislation	• Sex without consent I suppose that is rape (2013) www.childrenscommissioner.gov.uk • https://www.csacentre.org.uk/resources/key-messages/key-messages-from-research-on-child-sexual-exploitation-police/ • Pearce, J (2012) Challenging sexual violence in Europe: Using participatory methods with children • Sex offences act (2003) (S.74)(S.5) • Consent is everything TVP • https://www.youtube.com/watch?v=oQbei5JGiT8 – consent – Cup Of Tea
Reflective practice	• Does the child fully understand consent, and that it is needed on each occasion? • If the child is sexually active and under the age of 16 do they meet Fraser guidelines? • Is the child under 13? Do they have additional needs? • What makes the child think they gave or obtained consent?

Management of CSE Concerns

In August 2020 the Child Sexual Exploitation & Missing Group (CSEM) evolved into the Child Exploitation & Missing Group (CEM). The role of the multi-agency CEM is to ensure a co-ordinated multi-agency approach to concerns about child sexual exploitation, child exploitation & missing and to maintain an overview of emerging child sexual exploitation, child exploitation & missing issues in Bedfordshire.

- The CSEM has developed into the CEM Group (Child Exploitation & Missing Group).
- This group is formed to look at Through analysis of known cases of CSE, CE and Missing, the CEM Group will track any emerging patterns or trends which are developing in Bedfordshire, including the identification of 'hotspots'.
- The Group will oversee the analysis of the what? Why? Who? How? And where? To ensure that we are addressing CSE, CE and Missing comprehensively.
- The Group will consider any non-child specific information or intelligence about adult behaviours or suspicious activity pertaining to specific locations, e.g. public places, commercial premises, leisure facilities, licensed premises, private residences etc., in order to make recommendations about what action, if any, should be taken.
- The Group will identify any CSE, CE and Missing cross-border issues which need to be addressed including evidence of young people being trafficked into or out of Bedfordshire for the purposes of sexual exploitation.
- The Group will carry out proactive and reactive partnership work around prevention, education, communication, enforcement and disruption of CSE, CE and Missing. It will look to share good practice between partner agencies, and tackle CSE, CE and Missing in a cohesive way.

Identifying and responding to Child Sexual Exploitation

- The Group will identify opportunities for disruption tactics to protect potential or actual victims of CSE, CE and or Missing episodes.
- The Group will co-ordinate and share intelligence on CSE, CE and Missing activity in Bedfordshire. Through analysis of known cases of CSE & CE the group will track any emergent patterns or trends which are developing in the local area, including the identification of any local 'hotspots'. To ensure that we are addressing CSE & CE comprehensively.
- The group will also ensure that any cross-border issues identified are addressed.

If you think a child or young person is being abused or mistreated or you have concerns about the safety or welfare of a child, you must speak to someone immediately. **If it is an emergency you should always contact the police on 999.**The police can also be contacted on 101 for non-emergencies or (01234) 841212. **You should also contact your local Children's Safeguarding Team;**

For Bedford Borough contact: Integrated Front Door (IFD) on 01234 718700 (office hours)

For Central Bedfordshire contact: Access and Referral Hub on 0300 300 8585 (office hours)

For Luton Borough contact: MASH & Early Help (Duty Desk) - 01582 547653.

If you need help out of hours, please call the following number which covers Bedford Borough, Central Bedfordshire and Luton: 0300 300 8123.

Pan Beds Multi Agency Information Submission form

Multi-Agency
Information Submission

To assist the Police in building a picture of what CE looks like in Bedfordshire, where it is happening and who is involved then they require your intelligence. For example, if you have observed a car regularly being at a location where young people congregate share the details of the car and a description of the occupants. If a young person changes their appearance and appears to have money a new phone etc. and talks about going out to parties, then share this information with the Police using the Information submission form. If you have any information which may assist in the prevention, disruption or prosecution of the sexual exploitation of children and young people, which does not alone, relate to a child protection issue or a criminal offence, please complete the multi-agency information form and forward to CIBintel@bedfordshire.pnn.police.uk **and** to your local MASH.

Use of the 'information submission form' by all agencies will ensure that information is appropriately submitted, graded and sourced, ethically managed and securely disseminated. Examples may include:

- Vehicle details including registration/make/model/colour etc.
- full descriptions including names/nicknames, of suspected perpetrators;
- details/descriptions of unusual/regular callers to children's homes;
- phone numbers of suspected perpetrators;

- address details of suspected perpetrators; and
- details of addresses or localities that children at risk or being exploited may be being taken or where there have been suspicious activity relating to CSE.

Please note that submission of such an information referral to Bedfordshire Police does not replace the duty to refer child protection concerns, or to report a crime.

Once completed the form should be submitted to each authority's respective entry points:

- AccessReferral@centralbedfordshire.gov.uk (Central Beds)

- infosubmission@bedford.gov.uk (Bedford Borough)

- mash@luton.gcsx.gov.uk (Luton)

And forwarded to the Police CIB @ cibintel@bedfordshire.pnn.police.uk

It remains strategically important that multi-agency partners and practitioners are aware of the existence of this form and manager's, and partnership leads, are encouraged to ensure that the communication and education processes regarding locating and utilising the form continue.

Local CSE/CE SPOC'S, teams or Children's Services MASH can provide further advice and guidance for professionals or members of the public who have concerns about a child who may be at risk of or experiencing CSE. If you have any queries regarding CSE please contact your local CSE/CE SPOCs or the Bedfordshire Exploitation Lead;

Bedford Borough: Sonia Evans (Sonia.Evans@bedford.gov.uk)

Central Bedfordshire: Slavica Tobdzic (Slavica.Tobdzic@centralbedfordshire.gov.uk)

Luton: Catherine Doyle (catherine.doyle@luton.gcsx.gov.uk)

Bedfordshire Exploitation Lead: Lisa Robinson (lisa.robinson@bedfordshire.pnn.police.uk)

Home Office – Child Exploitation Disruption Toolkit

This toolkit is primarily aimed at frontline staff working to safeguard children and young people under the age of 18 from sexual and criminal exploitation. This includes law enforcement, social care, housing, education, the voluntary sector and related partner organisations.

It is intended to help all safeguarding partners to understand and access existing legislative opportunities at their disposal and to target specific risks, ranging from warning notices to offence charges and care orders.

While criminal prosecution of child abuse perpetrators may represent the most desired outcome of law enforcement activity, it is not appropriate to leave the protection of vulnerable children and young people to the criminal justice process alone. The use of existing legislative powers, such as orders and injunctions, are an essential part of the safeguarding process and often a critical piece to any future actions.

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sruption_toolkit (003)

Disruption techniques

Aim	Intervention options
Disrupt the child's relationship with other children suspected of introducing them to adults involved in violence, gang activity and sexual exploitation	• Identify who the child is spending time with and recognise negative relationships. • Prevent visits to the home by other children who my either deliberately or unwillingly be recruiting the child. • Screen calls to the home • Complete information report forms on known associates and any risk they pose.
Disrupt the child's contact with adults or other children suspected of being involved in violence, drugs and sexual exploitation	• Implement abduction warnings or relevant orders. • Recognise and acknowledge abusive relationships. • Deny individuals suspected of abusing, grooming, or recruiting the child access to their placement or home. • Seek to have the child's mobile phones and Sim cards secured, particularly if supplied by abusers. • Restricting the child's access to mobile phone or the internet at bedtime for the purpose of charging the phone and limiting the opportunity for contact with the perpetrator during the night.
Gather information to assist prosecution and disruption of adults suspected of being involved in violence, gang activity, drugs, sexual exploitation	• Obtain as much information to identify associates and those who pose a risk to children. Good information includes, name, nickname, online names, telephone numbers, addresses, car registration numbers etc. • Keep accurate records and retain the information on the child's personal file - It is important to log the date, time and who was involved in the incident. • Report any child protection concerns to the MASH. • Report non-child protection information (intelligence) to Bedfordshire Police on the multi-agency submission form.
Promote positive relationship with family, friends and carers.	• Parents/carers should be actively engaged in searching for the child to show that they care. • Promote positive relationships with family and friends. • Promote the need for parents/carers to show attention. • Encourage honesty; reinforce the nature of the crime. • Involve the parent/carer/child in how to tackle the issue. • Identify long term worker who either have a good rapport with the child or can build up a passive relationship with them.
Maintain contact whilst absent	• Ring the child's mobile phone during the day, evenings and weekends to prevent the child from feeling isolated when out of hours. • Ensure the numbers for ESWT, Missing helpline, and Child line is in the child's mobile phone, if not text them to the child. • Send text to the child telling them that you are worried and care about their safety and encourage them to contact you or another worker. • Liaise with Bedfordshire Police and the parent carer on other methods to raise awareness regarding the child being missing.

	• If passport or documentation is missing consider notifying UKBA/UKHTC. • Follow Missing person protocol.
Enhance the return procedure to ensure it is a positive experience	• Show the child compassion and care for their welfare when they return. • Analyse what the child has said with what is already known. • Offer an independent/advocate to see the child. • Return interview should be followed up by active support to ensure the return interview is seen as a positive experience. • Ensure reports are forwarded to the Missing Coordinator for further analysis.
Set clear boundaries to acceptable behaviour and motivate positive behaviour	• Consider reward schemes. • Be flexible • Consult with the child and agree rewards and penalties and have clear boundaries in place • Give the child more independence in response to responsible behaviour
Empower the parent/carer	• Raise their awareness of CSE indicators, legal powers and their responsibilities. • Involve and support the parent and carer in the intervention. • Check to see that they are not being targeted or intimidated by the perpetrators.
Build the child's self-esteem	• Identify and encourage activities the child may engage in. • Take time to explain the issues and keep the child informed. • Involve the child in looking at alternative options. • Support the child with understanding their vulnerabilities while highlighting the child's strengths.
Raise the child's awareness of the dangers	• Work with school to raise the awareness of risk. • Show the child websites that raise awareness about the dangers of going missing or being groomed. • Ensure the child is getting a consistent message from all professionals they come into contact with. • Promote the opportunity for the child to talk to their favoured professional. • Explore if a mobile phone would enable the child to call for help if required, does the child have safe a word and are confident in calling 999.
Consider the health needs of the child	• Contraception advice • Medical treatment if suffering neglect, injury or poor health. • Therapeutic intervention • Health Checks
Involve the child in diversionary activities	• Involve the child to participate in exciting positive activities. • Arrange work experience or vocational training • Use all agencies involved to engage the child in activities.
Make home a more attractive place to live	• Identify the Push/Pull factors and deal with them. • Address relationship problems, and any domestic abuse the child is exposed to. • Tackle drug/alcohol problems within the family

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	• Identify wider support for the family • Do the residential staff have a range of options to make the placement positive
Achieve normality	• Boundaries • Promote attendance at school • Encourage eating meals together.
Make school a more attractive place to go	• Tackle bullying, truancy and peer pressure. • Provide Personal, Social and Health Education • Encourage afterschool activities. • Ensure the child has access to PHSE lessons. • Is the school addressing sexualised behaviour within the class rooms?
Provide specialist support through agencies	• Sexual, drug/alcohol counselling services. • Therapeutic services • Advocacy support • CAMHS • Youth services • Health • Provide the child with local and national help lines.
Plan on positive changes and set small targets to achieve	• Targets need to be agreed with the child and parents/carer

Trafficking

UK and migrant children can be trafficked across the UK as well into and out of the UK for sexual exploitation. The indicators are not definitive and the same indicators could be present in more than one type of exploitation, just as the child victims could be subject to more than one type of exploitation. However, the one vulnerability that is present in all forms of child trafficking is the imbalance of power between the trafficker and the victim. The trafficking process has several distinct phases:

Recruitment or grooming

Travel/transportation

Arrival

Exploitation

Rescue/Escape

Return/Rehabilitation

There is no typical experience of people who have been trafficked for sexual exploitation. Some are held captive, assaulted, violated or are psychologically tormented, and live in fear of harm to themselves and their family members. The trafficker sees the child as a commodity and a source of income that they have paid for or invested time and expense in recruiting or grooming for their benefit. For this reason, the trafficker may go looking for a child who has been placed within the LA Care system, so any child removed from a situation of exploitation should still be considered to be at risk from the trafficker.

The initial response would be the same to any child where safeguarding concerns are identified and existing child protection protocol should be followed. As defined in the Modern Slaver Act (2015) any child moved by someone within the UK regardless of whether they are a British citizen or not with the intention of sexually exploiting them would be classed as human trafficking.

In accordance with the requirements of the Council of Europe Convention on Action against Trafficking in Human Beings, the UK has a National Referral Mechanism (NRM) for identifying and recording victims of trafficking and ensuring that they receive appropriate support wherever they are in the UK (NRM does not itself provide this support). In cases where a child displays indicators that they may have been trafficked, whether from overseas or within the UK, a NRM referral should be sent to the UK Human Trafficking Centre (UKHTC), who are part of the National Crime Agency. The form can be downloaded online from [here](#) or by accessing the Common templates section on the L Drive and e-mail at UKHTC@nca.x.gsi.gov.uk or by fax to 0870 496 5534.

The NRM grants a minimum 45-day reflection and recovery period for victims of human trafficking or modern slavery which will enable NRM officers to analyse the child's circumstances. Further details about this process can be found on the [NCA Website](#). There are a number of benefits for children who have been positively identified by the NRM as being trafficked. One such advantage is that the NRM identification can be tendered as evidence in court and cannot be challenged.

County Lines Exploitation

County Lines is the Police Term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or "deal lines". It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing'. County lines is a major, cross-cutting 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. County lines activity and the associated violence, drug dealing and exploitation have a devastating impact on young people, vulnerable adults and local communities.

One of the key factors found in most cases of county lines exploitation is the presence of some form of exchange (e.g. carrying drugs in return for something). Where it is the victim who is offered, promised or given something they need or want, the exchange can include both tangible (such as money, drugs or clothes) and intangible rewards (such as status, protection or perceived friendship or affection). It is important to remember the unequal power dynamic within which this exchange occurs and to remember that the receipt of something by a young person or vulnerable adult does not make them any less of a victim. It is also important to note that the prevention of something negative can also fulfil the requirement for exchange, for example a young person who engages in county lines activity to stop someone carrying out a threat to harm his/her family.

Research/Legislation	• https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626770/6_3505_HO_Child_exploitation_FINAL_web__2_.pdf • https://www.gov.uk/government/publications/ending-gang-violence-and-exploitation • https://www.childrenssociety.org.uk/sites/default/files/exploitation-toolkit.pdf • https://www.childrenssociety.org.uk/sites/default/files/children_at_risk.pdf • https://www.csacentre.org.uk/resources/key-messages/key-messages-from-research-on-child-sexual-exploitation-police/ • https://www.childrenssociety.org.uk/what-we-do/policy-and-lobbying/children-risk/child-sexual-exploitation

Children who Move Across Local Authority Boundaries

At any stage in the process of working with children and their families, the parents and/or the child/children may move from one household to another, with a change of address possibly to another local authority area. The move may be planned and relevant information shared in advance with the professionals and workers involved with the family and child/children.

In some circumstances, however, the move may take place in haste and as an attempt to avoid the involvement of professionals and agencies. In such circumstances, the agencies involved must assess the impact on the child/children of the change in circumstances.

There can be uncertainty about whether the move is permanent or temporary, this can cause delay in the transfer of the case and the allocation of services to support the family in the new area. Fundamentally, the child becomes the responsibility of the area where they reside, regardless of the length of time they have been there.

Where there are concerns about significant harm information should be shared immediately as all information about a child should be held where the child is residing.

http://bedfordscb.proceduresonline.com/chapters/p_ch_moving_bound.html

Engagement with victims and witnesses by support agencies, including the voluntary sector, particularly regarding Return Home Interviews following missing episodes, has provided insight into networks of CSE perpetrators and

should be viewed as a vital source of information and intelligence, and recorded appropriately on Police and Local Authority systems.

Research/Legislation	Safeguarding Children who may have been Trafficked (2011) Department of Education Council of Europe Convention on Action Against Trafficking in Human Beings (2005) UK Human Trafficking Centre (UKHTC) Care of unaccompanied and trafficked children, Statutory guidance for local authorities on the care of unaccompanied asylum seeking and trafficked children, DOE 2014
Reflective practice	• Do the concerns reach Child protection levels, have you discussed with your Team manager? • Has an NRM (National Referral) referral form been sent? • Has the risk assessment considered the possibility of a trafficker trying to locate or gain access to the child? • Additional advice can be sought from NSPCC National Child Trafficking Advice Centre (CTAC) 0808 800 5000 9:30am-4:30pm Monday to Friday or Email: CTAC@nspcc.org.uk • Has the possibility of an unaccompanied asylum-seeking child being sexually abused/exploited either during the journey or once they have arrived been explored with the child.

Research/Legislation	• Shuker, L (2011) Safe accommodation for sexually exploited and trafficked young people. Briefing Paper. • Brodie, I et al (2011) Providing Safe and Supported Accommodation for Young People who are in the Care System and who are at Risk of, or Experiencing, Sexual Exploitation or Trafficking for Sexual Exploitation.
Reflective practice	• When completing the CE tool have I explained why there are concerns in particular areas? This screening tool should not just be seen as a tick box exercise. • Does the child have siblings of friends whose vulnerability is increased through the concerns and if so does any protective/ support work need to be undertaken? • Have the CSE risks changed and has a CE screening tool been re-visited to explore this? • Is there the possibility that the CSE indicators may relate to other issues and not CSE, e.g. in possession of money and coming in late may occur through drug dealing or theft? • Is the CE Tool up to date and known by all parties, shared with other agencies? • Can I apply disruption/protective legal powers (Home Office CE Disruption Toolkit)? • When is the next training course on CSE that I could attend?

Good Practice

Recent research has highlighted that professionals can apply different risk levels depending the child's gender, seeing females as more vulnerable. Assumptions regarding a child's sexual orientation or level of understating have also been shown to have affected the practitioner's response.

Assumption as to what is 'normal' sexual development and activity can also cause confusion and the use of the Sexual Behaviour traffic light tool can assist with this.

CSE requires a multi-agency response as well as including the family. Parents often report feeling sidelined during the intervention or excluded in decisions.

Pace helps parents across the UK understand what is happening to their child and how parents are the prime agents in helping their child exit exploitative relationships.

http://paceuk.info/for-parents/

Terminology used by practitioners verbally and in their recordings have indicated that they have not understood the control that the perpetrator has over the child.

http://safeguardingchildren.co.uk/admin/uploads/practice-guidance/language-toolkit.pdf

Examples

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.

Prostituting themselves – This completely misses that the child is being controlled/manipulated. Changes in legislation have meant that child prostitution is no longer an acceptable term and should never be used.

Risk taking behaviour – Caution needs to be applied when using the term. It can imply the child is to blame for what has or is happening to them. It suggests the child is aware of the risks and is choosing to behave in a certain way. Be clear when referring to the levels of safety that it highlights who or why the child is of increased vulnerably and is not used as victim blaming.

Boyfriend/girlfriend –Children have been challenged in court with practitioner's recordings where their practitioner has referred to the perpetrator as the child's boyfriend or girlfriend.

Lifestyle Choices – Not a choice

Research/Legislation	• Sexual Behaviour Traffic light tool • Child A,B ,C ,D, E, F serious case review Oxford (2014) • https://www.nspcc.org.uk/search/?query=child+sexual+exploitation • https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation • https://www.thinkuknow.co.uk/ • https://www.childrenssociety.org.uk/what-we-do/helping-children/help-us-stop-child-sexual-exploitation-cse • https://www.csacentre.org.uk/resources/key-messages/key-messages-from-research-on-child-sexual-exploitation-police/
Reflective practice	• Is the child seen as vulnerable and the victim and not being blamed for what is happening? • Have the factors that are increasing the child's vulnerability been recognised and are they being addressed? • Are the concerns the same if the child's gender was different? • Are there any factors that are increasing the child's vulnerability and if so what are they?

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Information

Working together to Safeguard Children – A Guide to inter-agency working to safeguard and promote the welfare of children.

http://workingtogetheronline.co.uk/

Child Sexual Exploitation – Definition and a guide for practitioners, local leaders & decision makers working to protect children from child sexual exploitation. February 2017

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

https://www.childrenssociety.org.uk/what-we-do/helping-children/help-us-stop-child-sexual-exploitation-cse

https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/

https://www.nspcc.org.uk/preventing-abuse/child-protection-system/case-reviews/learning/child-sexual-exploitation/

https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/research-and-resources/

http://www.bedfordshireagainstcse.org/

https://www.bedfordshire.police.uk/information-and-services/crime/child-protection/child-sexual-exploitation/child-sexual-exploitation

Inter-Agency Child Protection Procedures

The Child Exploitation Screening Tool and the Multi Agency Information submission form can be found on the following links;

Links to the Assessments for the three areas can be found; https://bedfordscb.proceduresonline.com/contents.html

Links to the Thresholds (Inter Agency Child Protection Procedures) for the three areas can be found; https://bedfordscb.proceduresonline.com/p_recog_respond.html

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