Learning, Development and Training Programmes to enhance knowledge of Child Sexual Exploitation

Trainer’s Manual

Written by Daljeet Dagon, Alison Gunn and Nikki Wray

This manual was updated by Daljeet Dagon in 2017.
Contents

Purpose of the Learning, Development and Training Programmes

Preparation for the day

Learning, Development and Training Workshop (Full Day)

Timetable/Programme for the day

PowerPoint slides and accompanying notes
Learning, Development and Training Programmes

The learning and development programme is designed to contribute to developing a competent and confident work force by raising their awareness of CSE and through this assist practitioners in promoting the well being of children and young people and improving outcomes for them.

In line with the National Framework for Child Protection for Learning and Development in Scotland 2012, this programme sets out to target two workforce groups within the multi-agency workforce. The different competencies, knowledge and skills, based on the nature or extent of their contact (direct or indirect) with children can be found in the National Framework for Child Protection for Learning and Development in Scotland 2012.

These two work force groups are:

- The “specific contact” workforce and
- The “intensive contact” workforce

This programme will specifically support practitioners to prevent child sexual exploitation (CSE); protect children and young people who are at risk of harm or are abused through sexual exploitation, and disrupt and prosecute those who perpetrate this form of abuse.

Everyone must take responsibility for safeguarding children from this abuse and that means not only knowing what your role is but also what the roles of other agencies and individuals are.

There is a lack of robust evidence regarding the numbers of children and young people who experience sexual exploitation in Scotland. However the available evidence from Scottish and UK-wide research indicates that “the pattern of child sexual exploitation appears to reflect what has been found in the rest of the UK”. This evidence suggests that the majority of abuse is hidden and takes place ‘off street’, in private accommodation, or hotels or sauna and massage establishments.

Purpose of Learning, Development and Training Programmes

These programmes and the related guidance are intended to support local agencies and practitioners in their effective application of GIRFEC in the specialist area of CSE. They should help local agencies and practitioners to:

- Identify those at risk of being sexually exploited.
- Take action to safeguard and promote the welfare of children and young people who are being, or may be, sexually exploited.
- Take action against those who are intent on abusing and exploiting children and young people in this way.

The training can be delivered as a 1 day course but it can also be delivered as 4 separate stand alone modules.

All Child Protection Committees (CPC’s) and their partners in local areas should take account of these materials and the associated guidance. CSE is not limited to particular geographical areas and all CPC’s should assume that it is an issue in their area. Even in areas where there is no apparent, clear evidence of CSE, the guidance is relevant in the context of awareness raising and preventative education. The guidance and training programmes are aimed at all CPC’s, their partners, managers and practitioners.

The key principle for all practitioners to remember is that children and young people who are sexually exploited should not be regarded as being bad or engaged in criminal behaviour; they are the victims of sexual abuse. The responsibility for the sexual exploitation lies with the abuser: either the person who pays for sex, in some way, or the person who grooms the child and/or organises the exploitation. The focus of police investigations and of prosecutions should be on those who coerce, exploit and abuse children and young people.

1 Brodie, I. & Pearce, J. (2012) Scottish Government Social Research ‘Exploring the scale and nature of child sexual exploitation in Scotland’ Pg. 6
Preparation for the day

Before the course:
It is a requirement that trainers have read fully the CSE practitioner guidance and that this trainers manual only provides supplementary information for the training day(s).
Know your audience! You need to know what the level of skills and experiences are going to be so that you can adapt the course accordingly. You also need to be aware of any specific issues which might affect people’s ability to participate fully, e.g. disability/language/cultural issues/workplace issues. Ensure that you get a copy of the participants list in advance of the course.

Equipment:
Check that your chosen method for storing the PowerPoint is compatible with the laptop and projector you will be using and that all the equipment is working.
There may be occasions whereby wifi is not available at the training venue. Trainers should ensure that as a back up to the presentation, they should download the DVD clips on to either a USB stick, directly on to the laptop or burn on to a DVD.
Once you have selected the exercises you are going to do you will need to ensure that you have the necessary equipment/materials available.

On the day:
Arrive early to set the room up and get the equipment working. There are often last minute hitches so allow time for this.
Familiarise yourself with the building and the fire regulations, toilets, etc. for the Housekeeping section.
Set out the chairs in a semi-circle if possible and place the pre-course evaluation on each one.
Try to arrange the projector so that it is behind you when you are talking to the group (so it does not act as a barrier between you and the participants).
Make sure all the materials you need are organised and you know where they are.
Some trainers write their name on the flip chart and a message of welcome.
Check the refreshments if you are providing them.
Check if there are arrangements for picking up messages.
You might want to prepare a sheet of flip chart for questions that you can’t answer immediately – you can explain its purpose to participants and that you will follow these up and let them know.

The course is designed to be participatory: do not depend on the slides or read from them – use them as a guide.
Invite contributions and questions and encourage an atmosphere which is relaxed enough for participants to feel they can ask questions but formal enough for you to remain in control.

Timing:
Suggested timings are provided on the Trainer’s Timetable, but these will need to be treated flexibly, depending on the group (some groups are more participatory than others) and the material selected.

Evaluation:
There is one evaluation form: Evaluation Form (Day of Training) that should be completed at the beginning and end of the course. The form should be handed out at the start of the course, with participants asked to score the pre-course section only (scale 1-10 explained on the form). They should then re score themselves on the same form but this time using the post course column. Please ensure that participants have enough time to spend on this and stress the importance of it as a way of informing and improving future courses, as well as measuring impact of learning. You should ensure that these forms are returned to you at the end of the day.
The Learning, Development and Training Programme

Training Workshop (Full Day)

Aim:
To raise awareness of how children and young people become involved in Child Sexual Exploitation (CSE), the impact of their involvement and how practitioners can respond to protect and support children and young people affected by sexual exploitation.

Learning Outcomes:
Participants will:
■ Understand the key terminology and definitions in relation to CSE
■ Develop an understanding of the nature of CSE by identifying and understanding the key vulnerability factors, risk indicators and spectrum of experiences in relation to CSE
■ Understand their role and the roles of other agencies in relation to CSE
■ Develop strategies to increase confidence in direct work with children and young people regarding CSE
■ Understand how they should proceed if they have concerns about a child or young person being sexually exploited

Target Audience:
Practitioners who engage with children and young people who may be at risk of CSE

Programme Overview:
■ Introduction to child sexual exploitation
■ What is CSE
■ Key Legislation and Policy in relation to CSE
■ Risk and Vulnerability Factors
■ Risk Assessment and Awareness
■ The exploitation process and how children and young people are exploited
■ Routes into CSE and New Definitions
■ Factors that prevent children and young people disclosing exploitation
■ Factors that prevent professionals identifying and responding to exploitation
■ What works with children and young people affected by or involved in exploitation
■ Lessons from Serious Case Reviews
■ Learning from Scotland
■ Features of a child centred approach to CSE
■ What does an effective local response to CSE look like

Materials:
The programmes outlined use a mixture of taught and participatory elements.

Participatory elements include the use of group discussions and activities, case studies of young people that Barnardo’s services have supported and DVD materials to illustrate and reinforce key messages and evoke discussion amongst participants in relation to CSE.

The three DVDs used in the programmes are:

You Know Me:
■ Powerful drama account of children and young people abused through CSE detailing a range of experiences and situations
■ Developed by the Barnardo’s Beyond the Shadow service in Northern Ireland
■ Developed to raise awareness and evoke discussion of sexual exploitation
■ Used in training workshops for professionals

Innocence:
■ Hard hitting illustrative example of a young person’s story in relation to CSE
■ Part of an Education Pack developed by Barnardo’s SECOS service in 2011
■ Used successfully with children and young people identified as being at risk of sexual exploitation
■ Used as part if PSE lessons in schools regarding healthy and unhealthy relationships

Shameless:
■ Hard hitting illustrative example of peer on peer sexual exploitation
■ Clip from Channel 4 programme
■ Part of an Education pack – Risky Biz
■ Some of the other resources and materials used throughout the programmes are shown below.
Contents

Other materials used
(see Appendix)
Handout 1: Evaluation form
Handout 2: The Grooming Line
Handout 3: SERAF Risk Assessment Checklist
Handout 4: Models of Exploitation
Handout 5: Wheel of Power and Control
Handout 6: Wheel of Equal and Consensual relationships
Handout 7: Case Study 1 – Robert and Jane
Handout 8: Legislation
Handout 9: Case Study 2 – Successful Prosecution
Handout 10: Successful Prosecution – Outcome

Group activity – ‘In their shoes’

Resources:
Scenario cards
Risk level cards

DVD clips:
Optional DVD: Consent and Tea (Thames Valley Police version)
Beyond the Shadows
Innocence
Shameless
# Module 1:

## Explain the key definitions and terminology in relation to CSE.

<table>
<thead>
<tr>
<th><strong>Timing</strong></th>
<th>This module is designed to be delivered within 75 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Outcomes</strong></td>
<td>I can describe key issues in relation to sexual exploitation of children and young people. I can explain why sexual exploitation is not a choice children/young people make.</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>Handout 1: Evaluation form (pre course scores) DVD: Beyond the Shadows Post its Large felt pens Flipchart paper</td>
</tr>
<tr>
<td><strong>PowerPoint Slides</strong></td>
<td>1 to 22</td>
</tr>
<tr>
<td>Aim</td>
<td>Learning Outcomes</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Introduction</td>
<td>Introduction</td>
</tr>
<tr>
<td></td>
<td>Learning agreement. Aims of the Day. Ask participants to complete pre scores on evaluation form.</td>
</tr>
<tr>
<td>Exercise 1: Participant introductions:</td>
<td>Introduce in pairs and discuss personal learning outcomes for the day. Feedback to large group</td>
</tr>
<tr>
<td></td>
<td>Background to Practitioner guidance and training resource. Barnardo’s Triangles</td>
</tr>
<tr>
<td>Explain the key terminology and</td>
<td>I can describe key issues in relation to sexual exploitation of children and young people.</td>
</tr>
<tr>
<td>definitions in relation to CSE</td>
<td></td>
</tr>
<tr>
<td>Explain the key terminology and</td>
<td>I can explain why sexual exploitation is not a choice children/young people make.</td>
</tr>
<tr>
<td>definitions in relation to CSE</td>
<td></td>
</tr>
<tr>
<td>Total running time</td>
<td>End</td>
</tr>
</tbody>
</table>
Module 2:

**Identify and describe the key vulnerability factors, risk indicators and spectrum of experiences in relation to CSE.**

<table>
<thead>
<tr>
<th><strong>Timing</strong></th>
<th>This module is designed to be delivered within 90 minutes</th>
</tr>
</thead>
</table>
| **Learning Outcomes** | I can list 5 vulnerability factors which affect children/young people at risk of sexual exploitation.  
I can identify some of the potential indicators of risk of sexual exploitation.  
I can describe the different ways in which children/young people become involved in sexual exploitation. |
| **Resources** | DVD: ‘Innocence’  
Handout 2: The Grooming Line  
Handout 3: SERAF Risk Assessment Checklist  
Scenario cards  
Risk level cards  
Post its  
Large felt pens  
Flipchart paper |
| **PowerPoint Slides** | 23 to 31 |
## Trainers Timetable: Module 2

<table>
<thead>
<tr>
<th>Activity</th>
<th>Learning Outcomes</th>
<th>Time (mins)</th>
<th>Running time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aim</strong></td>
<td>Identify and describe the key vulnerability factors, risk indicators and spectrum of experiences in relation to CSE</td>
<td>11.00</td>
<td>15</td>
<td>PPT Presentation: Vulnerability factors</td>
</tr>
<tr>
<td><strong>Exercise 1:</strong> Identify and describe the key vulnerability factors, risk indicators and spectrum of experiences in relation to CSE</td>
<td>I can list 5 vulnerability factors which affect children/young people at risk of sexual exploitation.</td>
<td>11.15</td>
<td>10</td>
<td>PPT Presentation: Risk factors</td>
</tr>
<tr>
<td><strong>PPT Presentation:</strong> Risk factors</td>
<td>I can identify some of the potential indicators of risk of sexual exploitation.</td>
<td>11.25</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Exercise 2:</strong></td>
<td>Identify and describe the different ways in which children/young people become involved in sexual exploitation.</td>
<td>11.30</td>
<td>15</td>
<td>Innocence DVD</td>
</tr>
<tr>
<td><strong>Innocence DVD</strong></td>
<td>I can describe the different ways in which children/young people become involved in sexual exploitation.</td>
<td>11.45</td>
<td>15</td>
<td>PPT Presentation: Grooming Line Typology of Online Interactions</td>
</tr>
<tr>
<td><strong>Exercise 3:</strong></td>
<td>I can describe the different ways in which children/young people become involved in sexual exploitation.</td>
<td>12.00</td>
<td>15</td>
<td>PPT Presentation: SERAF Risk Matrix Checklists: Review Group exercise with matrix</td>
</tr>
<tr>
<td><strong>Handout 3:</strong> PPT presentation for exercise 3:</td>
<td>I can identify some of the potential indicators of risk of sexual exploitation.</td>
<td>12.15</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Exercise 3:</strong></td>
<td>I can describe the different ways in which children/young people become involved in sexual exploitation.</td>
<td>12.30</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Total running time End</strong></td>
<td></td>
<td></td>
<td></td>
<td>90</td>
</tr>
</tbody>
</table>
Module 3:

Develop strategies to increase confidence in direct work with children and young people regarding CSE.

<table>
<thead>
<tr>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>This module is designed to be delivered within 90 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am aware of reasons why children/young people affected by sexual exploitation may not disclose abuse.</td>
</tr>
<tr>
<td>I feel comfortable that I can respond appropriately to children/young people who may be affected by sexual exploitation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handout 4: Models of Exploitation</td>
</tr>
<tr>
<td>Handout 5: Wheel of Power and Control</td>
</tr>
<tr>
<td>Handout 6: Wheel of Equal and Consensual relationships</td>
</tr>
<tr>
<td>Handout 7: Case Study: Jane and Robert</td>
</tr>
<tr>
<td>Post its</td>
</tr>
<tr>
<td>Large felt pens</td>
</tr>
<tr>
<td>Flipchart paper</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PowerPoint Slides</th>
</tr>
</thead>
<tbody>
<tr>
<td>32 to 46</td>
</tr>
</tbody>
</table>

Believe in children
Barnardo's Scotland
<table>
<thead>
<tr>
<th>Aim</th>
<th>Learning Outcomes</th>
<th>Activity</th>
<th>Running time</th>
<th>Time (mins)</th>
<th>PPT slide</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Review</td>
<td>Review</td>
<td>A-Z Energiser</td>
<td>Optional</td>
<td>5</td>
<td>32</td>
<td>Large Pens. Flipchart paper per group</td>
</tr>
<tr>
<td>Identify and describe the key vulnerability factors, risk indicators and spectrum of experiences in relation to CSE</td>
<td>I can describe the different ways in which children/young people become involved in sexual exploitation.</td>
<td>PPT Presentation: Routes into CSE: Focus on Boys and Young Men Review the key points and learning from Module 2</td>
<td>1.00</td>
<td>15</td>
<td>33 to 35</td>
<td>Handout 4: Models of Exploitation</td>
</tr>
<tr>
<td>Develop strategies to increase confidence in direct work with children and young people regarding CSE</td>
<td>I am aware of reasons why children/young people affected by sexual exploitation may not disclose abuse.</td>
<td>Exercise 6: Your Ideal Partner: Exercise 7: Case Study: Jane and Robert</td>
<td>1.15</td>
<td>10</td>
<td>36</td>
<td>Handout 5: Wheel of Power Posts its. Large Pens. Flipchart paper Handout 6: Wheel of Equal and Consensual relationships</td>
</tr>
<tr>
<td>Developer strategies to increase confidence in direct work with children and young people regarding CSE</td>
<td>I feel comfortable that I can respond appropriately to children/young people who may be affected by sexual exploitation.</td>
<td>PPT Presentation: Lack of disclosure PPT Presentation: Lessons learnt :Serious Case Reviews</td>
<td>2.05</td>
<td>10</td>
<td>40 to 42</td>
<td></td>
</tr>
<tr>
<td>Total running time</td>
<td>End</td>
<td></td>
<td>2.30</td>
<td>90</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Module 4:

**Recognise the importance of information sharing and multi-agency partnership in responding to children and young people.**

<table>
<thead>
<tr>
<th><strong>Timing</strong></th>
<th>This module is designed to be delivered within 90 minutes</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Learning Outcomes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I can outline the key legislation that can be used to prosecute adults who sexually exploit children/young people.</td>
</tr>
<tr>
<td>I can explain how to work in partnership with other agencies to support children/young people at risk of sexual exploitation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Resources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Handout 8: Legislation</td>
</tr>
<tr>
<td>Handout 9: Case Study 2 – Successful Prosecution</td>
</tr>
<tr>
<td>Handout 10: Successful Prosecution: Outcome</td>
</tr>
<tr>
<td>Shameless DVD clip</td>
</tr>
<tr>
<td>Consent and DVD Clip (Optional)</td>
</tr>
<tr>
<td>Handout 1: Evaluation form (post course scores)</td>
</tr>
<tr>
<td>Post its</td>
</tr>
<tr>
<td>Large felt pens</td>
</tr>
<tr>
<td>Flipchart paper</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PowerPoint Slides</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>47 to 75</td>
</tr>
</tbody>
</table>

---

Believe in children
Barnardo’s
Scotland

---

14  Learning, Development and Training Programmes to enhance knowledge of Child Sexual Exploitation
<table>
<thead>
<tr>
<th>Aim</th>
<th>Learning Outcomes</th>
<th>Activity</th>
<th>Running time</th>
<th>Time (mins)</th>
<th>PPT slide</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognise the importance of information sharing and multi-agency partnership in responding to children and young people</td>
<td>I can outline the key legislation that can be used to prosecute adults who sexually exploit children/young people.</td>
<td>PPT presentation: Legislation and policy. Trafficking</td>
<td>2.45</td>
<td>15</td>
<td>47 to 48</td>
<td>Handout 8: Legislation</td>
</tr>
<tr>
<td>Recognise the importance of information sharing and multi-agency partnership in responding to children and young people</td>
<td>I can outline the key legislation that can be used to prosecute adults who sexually exploit children/young people.</td>
<td><strong>Exercise 8</strong>: Successful Prosecution: Case Study</td>
<td>3.00</td>
<td>10</td>
<td>49 to 50</td>
<td>Handout 9: Case Study 2 – Successful Prosecution.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Exercise 8</strong>: PPT presentation: Outcome and Good practice recommendations</td>
<td>3.10</td>
<td>20</td>
<td>51 to 52 53 to 64</td>
<td>Handout 10: Successful Prosecution: Outcome</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Learning from Scotland</td>
</tr>
<tr>
<td>Recognise the importance of information sharing and multi-agency partnership in responding to children and young people</td>
<td>I can explain how to work in partnership with other agencies to support children/young people at risk of sexual exploitation</td>
<td>DVD: ‘Shameless’</td>
<td>3.30</td>
<td>5</td>
<td>65</td>
<td>DVD: ‘Shameless’</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PPT presentation: Consent</td>
<td>3.35</td>
<td>10</td>
<td>66 to 68</td>
<td>DVD: Consent &amp; Tea</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Exercise 10</strong>: Responding to concerns</td>
<td>3.45</td>
<td>15</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summary slides</td>
<td>4.00</td>
<td>5</td>
<td>70 to 74</td>
<td></td>
</tr>
<tr>
<td>Final questions and Evaluation</td>
<td></td>
<td></td>
<td>4.05</td>
<td>10</td>
<td>75</td>
<td>Handout 1: Evaluation form: post course scores.</td>
</tr>
</tbody>
</table>

| Total running time |                                                                                   |                                                                                       | 4.15         | 90          |          |                                 |
Identifying and Responding to Child Sexual Exploitation

A Practitioners’ Resource Pack

Background to the development of CSE practitioner guidance and learning and development materials.
Trainers will need to check the information needed for this before the course, especially the fire procedures.

Reference to ‘Your well-being’ is to enable the trainer to acknowledge that the subject matter of the course is potentially emotional and anyone who feels upset may wish to absent themselves for a period to talk to you during the break.

Participants should be reminded that all of the training resources that will be shared with them today have been developed by Barnardo’s and as such are the property of Barnardo’s.
Slide 3

Learning Agreement

● Treat each other with respect
● Challenge sensitively
● Listen to other people
● One person to speak at a time
● Respect confidentiality
● Mobile phones off/silent
● Timing

Explain the ground rules and state expectations. Recognise that we will be dealing with sensitive issues and be viewing sensitive materials. Emphasise the need to engender a supportive atmosphere in which everyone feels able to contribute, including less confident participants.

Confidentiality – ask participants to try to anonymise any cases they wish to discuss in the group and remind them that sometimes people share personal experiences while in training and that these confidences must be respected and not repeated outside the training room. You should also inform them that you have the responsibility as a trainer to pass on any concerns you have about practice to relevant managers.

Timing is to remind them to come back on time from breaks.
Course Aims

To raise awareness of how children and young people become involved in Child Sexual Exploitation (CSE), the impact of their involvement and how practitioners can respond to protect and support children and young people affected by sexual exploitation.
Slide 5 – Course Outcomes

Course Outcomes

- Explain the key terminology and definitions in relation to CSE
- Identify and describe the key vulnerability factors, risk indicators and spectrum of experiences in relation to CSE
- Develop strategies to increase confidence in direct work with children and young people regarding CSE
- Recognise the importance of information sharing and multi-agency partnership in responding to children and young people

The course is split into 4 sections and this allows flexibility to deliver as modules in sequence or ½ day sessions if required.

Handout 1: Evaluation form (pre-score)

Give out the evaluation form and ask participants to rate their confidence in each statement on a scale of 1-10 with 1 being least confident. They will not need to share this information with other participants.

Emphasis that this is not a test or a measure of how much you know but a rating of confidence in doing – so it's perfectly ok to score all 1's. And remind people it's a score as some people will go through the form as a check list and just tick it.

Knowledge into practice can be difficult to achieve and the course is designed to help increase your confidence. At the end of the course participants will be asked to complete the same form with their post score. This is used in the course evaluation to create a learning shift.
Slide 6 – Exercise 1: Hopes for the day

Flip chart and post its exercise – 10 minutes

This exercise can be used by participants to introduce themselves to one another.

In pairs, participants should be asked to discuss what they hope to get out of the day. Participants to place post-its on the flip chart

Identify all post-its that are relevant to course. Pick up what people want to know about and tell them if the course will cover.

Others that are not should be placed on the car park flip chart and advise participants that you will sign post where to get information if possible.
Slide 7 – Why Barnardo’s

Why Barnardo’s?

- Led the way in influencing Policy and Practice to redefine the issue as one of CSE rather than child prostitution
- Barnardo’s operates 40 CSE services throughout the UK
- Triangles of Abuse
- Vulnerability Factors and Risk Indicators
- National Outcome and Monitoring Framework
- Development of Grooming Line
- Development of a Risk Assessment Framework
- Launch of National Campaign in January 2011 – Cut Them Free
- Publication of National Action Plan 2014 (refreshed in 2016)
- Integral to Police Operation in West of Scotland
- Continue to advocate for research to determine scale, nature and extent of CSE

Definitions collated from Barnardo’s work in schools

Right up to the late 1980’s children were regularly prosecuted for soliciting for prostitution.
  - Barnardo’s was the first organisation to begin to question why this was happening and they found that without exception these young people had not made a career choice but had been led in by an adult.
  - Barnardo’s CSE Services work closely with the police, local authorities, schools and other agencies to turn around the lives of sexually exploited children, however despite this progress, awareness amongst those who work with children remains low. Too often children slip through the net and the tell tale signs are going unnoticed and even unrecorded. The harsh reality is that CSE is not recognised as a mainstream Child Protection (CP) issue.

Barnardo’s has published research and various tools in relation to CSE and today’s training will cover some of these highlighted in this slide such as Triangles of Abuse...

Cut Them Free Campaign
  - NI – “Not a World Away” research. CSE a concern for 2/3 girls in residential care. Call for CSE to be a CP priority in Policing Plans. Inquiry headed up by Professor Kathleen Marshall former Commissioner for Children and Young People in Scotland in progress.
  - England – Specific Children’s Minister and National Action Plan

There is currently no estimate of the prevalence of CSE in Scotland – despite a 2003 commitment to address this issue.
This model suggests that a child or young person is choosing their lifestyle; it allows facilitators, pimps and punters to justify and attempt to legitimise their abuse of children.

The Barnardo’s ‘triangles of abuse’ were developed as part of the Barnardo’s research report “Whose Daughter Next” written by Sara Swann. The triangles attempted to facilitate this shift in culture away from the idea that children involve themselves in the sex industry and to draw attention to the supply and demand element of child sexual exploitation.

In this triangle, there was reference made to child prostitute/rent boy, pimp/facilitator and punter/customer. Swann argued that the reality is an abused young person.
In the Reality/Protection Triangle we see that the child is a victim who needs protection from adult perpetrators. This reflects that there is a supply and demand side to the problem and that intervening in the entire system will have a more successful outcome than focusing on any individual part.

This triangle reframed the terminology and identified the child prostitute/rent as an abused child, the punter/customer as the child sex offender and the pimp/facilitator as the child abuser.

This model also showed that there was actually something more going on – a supply and demand element that required the welfare system to not just think about the children/young person but to address the demand as well.

From a safeguarding perspective anyone under 18 affected by/involved in CSE is suffering abuse – regardless of whether they appear to be actively choosing certain things. It highlights that they need protection from these adults.
These triangles demonstrate a pattern of control. Early version of understanding of grooming.
2 years later, Swann flipped the triangle over identifying the need to put the focus of the criminal justice system on this demand - the invisible people behind the young person/people thus illustrating that abusing adults and not that pathology of the child should be the main focus in any police investigation.
Slide 12 – Disruption/Prosecution Triangle

There should also be an awareness of the location in which CSE is taking place.
Slide 13 – Exercise 2: Beyond the Shadows

‘Beyond the Shadows’

DVD: running time 10 minutes

This powerful drama account of children and young people abused through CSE details a range of experiences and situations and was developed by the Barnardo’s Beyond the Shadow service in Northern Ireland.

It was developed to raise awareness and evoke discussion of sexual exploitation and that is what trainers should aim for in this part of the session.

As previously mentioned, this is one element of the session that may cause feelings of unease or distress. However, CSE is an uncomfortable subject and it happens nonetheless. Following the DVD trainers should therefore encourage participants to record feelings on post its and stick up on a sheet of flip chart paper.
Slide 14 – Exercise 3: CSE Definition exercise

What is Child Sexual Exploitation?

- As a group explore what child sexual exploitation means to you
- Come up with a group definition of child sexual exploitation

10 minutes

Split audience into groups of 4/5 people – ask them to identify 4 words that describe CSE and then try to come up with a group definition of CSE.

Ensure that participants are aware of the issues such as power, control, abuse as well as recognising that this issue happens to boys as well as girls and are aware of online grooming.

Move on to introduce definitions
In 1992, Michael Green definition involved children being forced or manipulated into sexual activity in exchange for something such as money, gifts, accommodation or less tangible goods such as affection or status.
Slide 16 – CSE Definition

CSE Definition 2000

“Any involvement of a child or young person below 18 in sexual activity for which remuneration of cash or in kind is given to a child or young person or third party or persons. The perpetrator will have power over the child by virtue of one or more of the following – age, emotional maturity, gender, physical strength and intellect.”

Tink Palmer in No Son Of Mine

2000 – Tink Palmer’s definition in Barnardo’s No Son of Mine research took into account power of the abuser in relation to age, emotional maturity, gender, physical strength and intellect.
‘The sexual exploitation of children and young people is often a hidden form of child sexual abuse, with distinctive elements of exploitation and exchange.

In practice, the sexual exploitation of children and young people under 18 might involve young people being coerced, manipulated, forced or deceived into performing and/or others performing on them, sexual activities in exchange for receiving some form of material goods or other entity (for e.g. food, accommodation, drugs, alcohol, cigarettes, gifts, affection).’

Definition expands on the previous two definitions and highlights the complexity including new technologies, groups and gangs.
‘Sexual exploitation can occur through the use of technology and without the child’s immediate recognition.’

‘In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.

Violence, coercion and intimidation are often common features; involvement in exploitative relationships being characterised in the main by the child/young person’s limited availability of choice resulting from their social/economic and/or emotional vulnerability.’

Definition expands on the previous two definitions and highlights the complexity including new technologies, groups and gangs.
In some cases, the sexual activity may just take place between one young person and the perpetrator (whether an adult or peer).

In other situations, a young person may be passed for sex between two or more perpetrators or this may be organised exploitation (often by criminal gangs or organised groups).”

Definition expands on the previous two definitions and highlights the complexity including new technologies, groups and gangs.
Slide 20 – What is CSE?

What is CSE?

Child Sexual Exploitation is a form of child sexual abuse in which a person (s) of any age takes advantage of a power imbalance to force or entice a child into engaging in sexual activity in return for something received by the child and/or those perpetrating or facilitating this abuse.

As with other forms of child sexual abuse, the presence of perceived consent does not undermine the abusive nature of the act.

National Definition 2016

Definition refreshed and published by Scottish Government in October 2016
In the context of child sexual exploitation, the term ‘consent’ refers to whether or not a child understands how one gives consent, withdraws consent and what situations (such as intoxication, duress, violence) can compromise the child or young person’s ability to consent freely to sexual activity.

Victims of rape are often selected and targeted by offenders because of ease of access and opportunity.

**Context**

Context is all important to the consideration of freedom and capacity to choose. It is necessary to focus on complainant’s state of mind in the context of all of the relevant circumstances:

These will include:

- Their age, maturity and understanding;
- Whether he/she knew or understood the position they were in and what they were being asked to do;
- The history of the relationship between the victim and the suspect;
- Position of power over the victim

And, especially for younger and/or vulnerable victims:

- Any earlier provision of any gifts, alcohol or drugs;
- Promises of a more secure or exciting way of life;
- Insincere compliments and/or kindness shown by the suspect;
- Any other evidence of exploitation or grooming so that h/she may not understand the full significance of what they are doing.

**Capacity to Consent**

Issues to consider include whether the victim had the capacity to consent if:

- He/she was under the influence of alcohol or drugs;
- He/she suffers from a medical condition which limits their ability to consent or communicate consent;
- He/she has learning difficulties;
- He/she was asleep or unconscious
Slide 22 – Young People’s definition

**Young People’s Definitions**

- When a person uses a young person for sex: to make **money** or for their own enjoyment
- Getting to know someone, listening to them and talking about their problems. Making them trust you and then **using them for sex** or **selling** them to someone else
- **Earning trust** and making you do things that you wouldn’t normally do
- Getting closer and closer to a young person with **malicious intent**

Definitions collated from Barnardo’s work in schools
Identifying Vulnerability and Risk

- **Vulnerability factors** – aspects of a child’s historical or current circumstances which may make them more susceptible to targeting and grooming for sexual exploitation

- **Risk indicators** – signs or ‘symptoms’ which might alert you that a young person could be experiencing sexual exploitation
Additional Vulnerabilities include:

**Reaching adolescence** – testing out boundaries and taking risks, including engaging in age relevant risk taking behaviour (Barnardo’s Digital Dangers 2015)

**Youth needs approval** – online gives it to them (Barnardo’s Digital Dangers 2015)

**Learning difficulties** (Barnardo’s Unprotected, Overprotected, 2015). Boys with a learning disability are 2.5 times more likely than girls to be sexually exploited. (Barnardo’s Hidden in Plain Sight).

**Bereavement and Loss** (Office for Children’s Commissioner England 2012)

**Mental Health Issues** (Barnardo’s Digital Dangers 2015)

**Exploring sexual orientation** (Barnardo’s Digital Dangers 2015 and Unprotected, Overprotected 2015)


**A disrupted family life**: including family breakdown/separation and being part of the looked-after system. Attachment issues
A history of abuse and disadvantage: including sexual abuse, physical abuse, neglect and exposure to domestic abuse after neglect.

Problematic parenting: issues of poor parenting and relationships, particularly with fathers. Often young people reliant on professional for adult supervision/guidance

Disengagement from education: exclusion or truancy

Going missing: many young people have a history of going missing from home or care. It is important to recognise that going missing during the day can be just as significant (and risky) as going missing late at night/overnight.

Exploitative relationships: already vulnerable because of a combination of the above factors, the majority of the young people became involved in exploitative relationships.

Drug and alcohol misuse

Poor health and well-being, low self-esteem

Exploitative Adults identify these Vulnerability factors and take advantage of them by:

- Paying attention to the young person
- Building a strong friendship/relationship
- Winning them over with material gifts
- Making them feel special/wanted

CSE occurs throughout the UK – in both urban and rural areas to boys/young men as well as girls/young women. Our frontline services and research shows that CSE can affect children and young people from all backgrounds. However there are a number of tell tale signs or indicators that make children and young people more vulnerable.
**Mobile Phone/Internet Usage**
- Increase in phone use, unexplained phone credit or new phone
- Increasingly spending more time on line, becoming more secretive about on line use

**Older Boyfriend/girlfriend or New friends**
- Gangs involved in sexual exploitation will usually send a young person/good looking and approachable to start the grooming process

**Gifts**
- Appearing with unexplained and new possessions such as clothes, jewellery etc

**Cars**
- Being picked up or dropped off by unknown adults
- Talking about unexplained journeys with unknown adults

**Sexualised behaviour**
- Inappropriate sexualised behaviour/language, promiscuity, over familiarity with strangers, sending sexualised images over the internet
- Sexual health problems

**Drug and alcohol use**
- Appearing under the influence of alcohol and or drugs
- Changes drug or alcohol of choice

**Mood swings/emotional well being**
- Changes in mood swings and emotional well being
- Becoming aggressive and disruptive or quiet and withdrawn

Just one of the graphics on the RI slide could indicate a child is at risk which should therefore be followed up by a professional and assessed. If you can’t rule it out, you MUST rule it in.
Education Pack developed by Barnardo’s in 2011
Used successfully with children/YP at risk of exploitation
1:1 planned individual work
PSE lesson in schools re Healthy/Unhealthy relationships

Video not playing? Click here
Slide 27 – Grooming Line

- **Targeting**
  - Observing the child/young person
  - Selection of child/young person
  - Boundary breaking – being nice, giving gifts, curtailing, taking an interest, giving compliments, help
  - Gaining and leveraging trust
  - Sharing information about young people between other abusive adults

- **Friendship**
  - Making young people feel special
  - Giving gifts and rewards
  - Spending time together
  - Listening and remembering
  - Keeping secrets
  - Being there for them
  - ‘No-one understands you like I do’; being their best friend
  - Testing out physical contact – accidental touching
  - Offering protection

- **Loving**
  - Being their boyfriend/girlfriend
  - Establishing a sexual relationship
  - Luring them in forbidden activities – eg showing them pornography
  - Engaging them in forbidden activities – eg going to clubs, drinking, taking drugs
  - Being inconsistent – building up hope and then punishing them

- **Abusive**
  - Becoming an ‘abusing’ sexual relationship
  - Withdrawal of love and friendship
  - Reinforcing dependency on them – stating young person is damaged goods
  - Isolation from family and friends
  - Threatening behaviour
  - Physical violence
  - Sexual assaults
  - Making them have sex with other people
  - Giving them drugs
  - Playing on the young person’s feeling of guilt, shame and fear
Slide 28 – Typology of Online Interactions

Typology of Online Interactions

Online locations

- Social networking sites
- Instant Messaging Apps
- Photosharing Apps
- Online Gaming
- Webcam Chat
- Games Consoles with WiFi
- Xbox Live; PlayStation Network; WiFi; Nintendo DS
- Skype; Chatroulette; Omegle
- Facebook; Google+; Bebo; YouTube; LinkedIn; Pinterest; Tumblr; Twitter; Tagged
- BlackBerry Messenger (BBM); Facebook Chat; WhatsApp
- Snapchat; Flickr; Instagram
- Second Life; Habbo; Hotel; Dungeons and Dragons
Development of grooming line in relation to new technology. Emphasise how the pattern of the abusers behaviour still fits the model.

Participants need to have a clear understanding of what normal, age-appropriate sexual development means, in order to better identify those attitudes and behaviours that they should be concerned about. They should be aware of the specific risks associated with the internet in terms of child sexual exploitation, including:

- Grooming children on-line for sexual abuse offline
- Children viewing abusive images of children/pornographic images
- Selling children on-line for abuse offline
- Making abusive images of children
- Viewing abusive images of children
- Access to chat lines via the internet or mobile phones
- Sexting (sending inappropriate sexualised messages or images)
Slide 30 – Risk Assessment Exercise

Risk Assessment Exercise

Consider each of the scenarios and as a group agree to an order:

- Low
- Medium
- High

Part 1. 15 minutes

Split participants into small groups. Provide each group with a set of 6 scenario cards and risk 'traffic lights'.

Participants working in small groups need to determine if the young people are at high, medium or low risk of exploitation.

Participants can only select 2 HIGH, 2 MEDIUM, 2 LOW cards

After 10 minutes facilitate a larger group discussion about how the groups made the decisions and what factors did they feel were significant. Select 2 of the cards and explore if the groups differed on their assessment. Focus on how they decided to rank them and try to prevent them from getting caught up in the detail or lack of information. Emphasise that we often have to make decisions about risk with missing information.
Part 2. 15 minutes

Introduce the **SERAF Matrix**

**Handout 3: SERAF Risk Assessment Checklist**

Barnardo’s Cymru undertook a pilot study in 2007 which aimed to:

- Establish local prevalence (among the case loads of social work teams)
- Contribute to practice development in relation to identification of CSE and associated interventions
- Provide fit for purpose risk assessment and monitoring system.

The full SERAF model uses a scoring matrix based on 3 inter related and overlapping areas of action

- Information
- Identification and
- Intervention

Circulate the risk assessment handout and ask participants to discuss and review the previous assessment. Facilitate a large group discussion around the benefits of using a framework to make decisions. The advantage of a single issue risk assessment is that the relative severity of cases and common patterns will be evident.
Slide 32 – A to Z Energiser

A to Z Energiser

5 minutes

Prepare 2 flipcharts with the letters of the alphabet in 2 columns. Split the participants into 2 groups and tell them it’s a team game. Ask them to complete the flipchart with a word for each letter that is related to their learning around CSE.
Slide 33 – CSE in the News

CSE in the News

What we see on in our media is that CSE is happening, we are being told that:

- The victims are White British girls
- The perpetrators are Asian primarily Pakistani heritage men and that
- The model of CSE that is being used is the group/gang model

Whilst many of our victims are White British girls and many of the perpetrators that have been convicted have indeed been Asian men, if we close our eyes and ears to the potential for there being other victims i.e. Boys and young men and other types of perpetrators including women and different ways in which our children and young people are being exploited and abused, we will miss lots of opportunities to safeguard our children and young people and also bring other perpetrators to justice.
Slide 34 – Models of Exploitation

Handout 4: Models of Exploitation

*Use this slide to review the days learning so far and make connections with DVDs and earlier group discussions.

This slide is a very important one and one which requires a fair amount of time.

**Older Boyfriend/Girlfriend**
- Young person is targeted due to their vulnerabilities
- Adult is usually about 5 years older
- Initially relationship feels positive and rewarding for young person
- Adult uses techniques to increase isolation and create dependency
- Relationship becomes abusive
- Young person may be forced into sexual activity with others

Barnardo’s Hidden in Plain Sight made reference to boys/young men being sexually exploited by female perpetrators, perpetrators who initially started off as “friends”.

**Trusted Adults**
Recent Abuse Inquiries have highlighted the sexual exploitation and abuse of children and young people by sports coaches, celebrities and those working in institutions.

**Familial Exploitation**
- Older family member with a high level of vulnerability may involve their child/sibling etc in exploitative situations
- Relative may be vulnerable due to mental health problems, drug or alcohol dependency or previous experience of exploitation
- Relative may be forced or threatened into involving the young person in exploitation.
Peer Exploitation
- Also referred to as ‘sexual bullying’
- A problem in some schools
- May happen quickly without the build up of a relationship or the grooming process
- Young people who are isolated from their peers may be at higher risk
- Incidents sometimes occur in publicly or involve multiple perpetrators
- Incidents may be filmed on mobile phones and circulated
- Victims drawing others in as a form of “protection”

Organised (networks) Exploitation
Commonly known as groups – groups of people who come together specifically for the purposes of CSE. Usually men aged anything from 12-75 years. Occasionally there are women involved.
- Children and Young people are invited to houses/flats by older peers/adults in order to “party”
- Will often introduce children and young people to alcohol and drugs under the guise of somewhere to “chill”
- No single relationship is formed but a general network of abusers is created.

Gang Exploitation
Gangs – young people, primarily young men aged 13-25 with criminal intent – drugs, knives, and guns. They have an identified marker – territory, name, type of clothing. CSE is a by product
- Can involve young men and young women
- Young people may be coerced into sexual activity in exchange for ‘protection’ or as part of initiation
- Young people may be encouraged to recruit peers into the gang
- Young people may be penalised for gang activity, while it is more difficult to identify the perpetrators who control the gang

In gang contexts, control is exerted over victims in many different ways including: threats of reprisals, violence, terrorising, victimising, corrupting, isolating, filling them with a fear of not being believed if they report what has happened/is happening to them in relation to grooming and coercion.

Opportunistic Targeting
- Young people who go missing, are out late or are in adult environments may be at risk
- Perpetrator may target a young person who is visibly vulnerable
- Young person may be offered accommodation, money, drugs etc in exchange for sexual activity
- Can happen very quickly, without any grooming

Trafficking
- Young person is brought to the UK by an adult, with the promise of a better life, an education or the chance to earn money
- In some cases the young person’s family are aware of the perpetrator’s intention to exploit
- Perpetrator may exploit the young person directly or ‘sell’ them to a third person for exploitation
- Young person is hidden from services, making identification especially difficult

Online Grooming
- Perpetrators are able to conceal their true age, gender and identity
- Perpetrators may target young people online and then meet them in person
- Exploitation can occur over the internet through use of web-cam
- Perpetrators are able to contact young people easily and quickly, without parents/professionals being able to identify it

Essentially young people are treated as commodities
- Sex is exchanged for rewards such as drugs, alcohol, money or somewhere to stay
- Young people are being used as commodities/currency in terms of criminal business deals
- Young people are being coerced, forced and drugged to have sex with drugs suppliers so as to reduce the cost to the purchaser
Slide 35 – Boys and Young Men

Boys and Young Men

- Boys less likely to be identified as victims
- In line with gender stereotypes and wider societal perceptions, professionals’ attitudes towards boys and young men can be less protective than towards girls.
- Professionals working with sexually exploited boys and young men found that they are more likely to express their anger and trauma externally and be labelled as ‘aggressive’, ‘violent’, or an ‘offender’, whereas girls are more likely to internalise their distress.
- Male service users were more likely to be referred by criminal justice agencies and less likely to be referred by social services and education. Very few males or females were referred by health services.

Hidden In Plain Sight, 2014

In 2014 Barnardo’s published their Hidden in Plain Sight research (day after Rotherham report hence limited publicity) in relation to boys and young men.

The research was based on a data sample of:

- 9042 individual (Barnardo’s) cases between 2008 and 2014 of young people aged 8-17 years
- Interviews with young people and
- Interviews and Focus Groups with practitioners

The research reported that almost 1 in 3 (33%) of young people who were supported by Barnardo’s between 2008 and 2014, were boys/young men.
Slide 36 – Exercise 6: Your Ideal Partner

10 minutes

Split group into pairs and ask participants to discuss their definition of an ‘ideal partner’ and to try to agree on 5 characteristics of a good relationship. Ask them to put these on 5 post-it notes.

After 3-5 minutes bring the group together and sort all the post it notes on a flipchart facilitate a discussion around common features and try to get the group to rank ideas in order of importance coming up with a top 3. Discuss differences of opinion in what is important and ask them to consider if the list would differ if this had been an exercise with a group of vulnerable young people.
Slide 37 – Wheel of Power and Control

Tools for working with young people

Handout 5: Wheel of Power and Control

Give out the Wheel of control handout before the presentation.

Wheel developed from a domestic abuse project in USA. It has been adapted to be gender neutral and applicable to a younger age group

We know that abuser’s undermine, intimidate and manipulate victims very effectively and the degree of fear experienced should not be underestimated. Throughout input it is important to challenge assumptions such as ‘it could never happen to me’ or ‘you’d have to be stupid to stay in that situation’.
Handout 6: Wheel of Equal and Consensual Relationships

Wheel of Equal and Consensual Relationships: An example of an exercise that can be used with children and young people

Objectives: For Children and Young People to:

- Understand how a sexually exploited young person feels
- Identify methods of power and control used by abusive adults
- Explore the better outcomes that are possible if an exploited young person is properly helped and supported

Throughout input it is important to challenge assumptions such as ‘it could never happen to me’ or ‘you’d have to be stupid to stay in that situation’.

Session looks at combating power and control – important not to leave young person feeling frightened and hopeless. Although this is about prevention it is important to let young person know that help to escape CSE is available and how to access it.
Support from trustworthy adults is key for young people to help escape exploitative situation and young people must be given the opportunity to discuss how they know which adults to trust. E.g. professions that carry a duty of care and require background checks – but there are no 100% guarantees. Emphasise that intuition and judgement are important and help to empower young person to think, act and seek help wisely.

You can also use a case study of an abusive relationship and have young person discuss why ‘victim’ remained in abusive relationship and how abuser was able to control him/her. Challenge initial reaction of young person being stupid, that could never happen to me, pointing out how we can be duped/tricked if we are attracted to someone or flattered by attention they give.

Get young person to make a list of which methods of power and control were used.

Get young person to suggest ways to combating this.

Discuss further how they can identify a trustworthy adult/safe person e.g. someone who has helped them before; is in a position of trust (teacher/doctor); has established family connections but emphasise no guarantees and young person should trust their instincts if they are not sure about a person to trust.

You can then contrast with Wheel of equal and consensual relationships which highlight how positive/healthy relationships look. It is however worth noting that an abuser might actually do (or appear to do) some of the positive aspects shown in this wheel. E.g. speaks nicely to you/ is there for you/ gives you advice.
**Slide 39 – Exercise 7: Case Study – Robert and Jane**

### Scene 1
- Identify what vulnerability factors exist for Jane?
- What indicators are there that the young person might be being exploited/groomed?

### Scene 2
- What made Jane go off alone with Kevin?
- What do you think stopped Robert from checking on Jane?

### Scene 3
- What is Kevin doing by being “nice” to Robert? Why?
- How would Robert know what Kevin’s motives are?

### Scene 4
- What are Jane’s options?
- What are the risks for her?

### Scene 5
- What help should Robert get and from whom?
- If you were Jane’s social worker what would you advise her to do?

---

**30 minutes**

**Handout 7: Case Study: Robert and Jane**

This case study demonstrates how CSE is not an event but a process which involves planned behaviour by the abuser. Young people are making decisions without fully realising the consequences and find it increasingly difficult to withdraw from risky situations.

The case study should be read to the group as a story with breaks to consider the questions in small groups.

1. Split audience into smaller groups of 4/5 people

2. Follow exercise as PPT slide (Trainer reads case study scene by scene. After each scene consider the questions in small groups for a few minutes with no large group discussion. It does not need to be read word for word but it is important to create the sense of a set of events and the young person under pressure to decide how to behave. Do not give the case study as a handout as it will take participants too long to read through each scenario.)

3. Ask each group to feedback 1 or 2 factors that affected the young person’s choices and decisions and to link these to their learning around grooming/ vulnerability /risk indicators and barriers to disclosure.
Slide 40 – Lack of Disclosure

Trust and Respect

Lack of Disclosure

- Threat of secure accommodation
- Shame
- Fear of separation/ change of placement
- Loss of love and attention from ‘boyfriend’
- Don’t recognise exploitation
- Fear of not being believed
- Impact on family
- Fear of being labeled a prostitute or gay
- Fear of court procedure
- Fear of violence
- Fear of not being believed
- Impact on family
- Fear of being labeled a prostitute or gay
- Fear of court procedure
- Fear of violence
Slide 41 – Why do young people return to abusers?

Why do young people return to abusers?

● Think they are in love
● On-going need for accommodation, drugs, alcohol, identity, ‘care’, escapism
● Takes time to build attachment to foster carers
● Have been threatened, assaulted and intimidated – so have carers - and threats are carried through
● Perpetrators threaten to share sexual abuse images of the young person
● Sexualised norms and benchmarks
● Networks can be large – can’t always be protected
● Want to protect friends, other young people and family

Barnardo's Registered Charity Nos. 216250 and SC037605
Practitioners’ acceptance of young people’s apparent consent to abuse must be challenged. While useful, the current Assessment Frameworks used to assess for child protection interventions do not address thresholds needed to protect young people from exploitation. This is particularly relevant in cases of child sexual exploitation when the young person is over 16 years of age and in cases of boys and young men when false assumptions of experimental sexual activity may conceal abuse, exploitation and violence.
Slide 43 – SCR Torbay

Lessons Learnt from SCRs

- Effective early intervention in order to reduce the vulnerability of YP to exploitation
- Professionals knowledge and understanding of CSE including how to identify signs of vulnerability
- Robust sharing of information and clear communication
- Supervision of staff
- Effective shared partnership working

Reflect on high profile media cases in England – focus on organised groups and specific ethnic group of victims and perpetrators.

The next 2 slides will focus on recommendations from Torbay in Torquay (Feb 2013) and Rochdale (2012) SCRs.

This serious case review was instigated in Feb 2013 following the completion of Operation Mansfield, a multi-agency operation led by Devon and Cornwall Police investigating the sexual abuse/exploitation of a number of girls in the Torbay area and their connection to one particular male.

In Torbay there was no clear evidence that it was highly organised, or that the girls involved were being introduced into CSE. They were being abused by a small group of males, only two of whom had any substantial evidence against them. They were sexually abusing the girls mainly for their own purposes. The abuse was facilitated by the supply of alcohol and drugs to the victims, and the individuals involved where white males and were relatively young themselves.

What was taking place in Torbay was still sexual exploitation and, whilst the structure of the offending process in the Derbyshire, Rochdale and Rotherham cases may be different to that
in this case, there are also many similarities between the cases regarding the vulnerabilities of the victims and the responses by professionals. The learning from this review is therefore an important addition to the current national debate.

Many of the lessons that have been learnt from previous serious case reviews in relation to children living in situations where parenting capacity is compromised are relevant to this situation.

One reason for the persistence of the sexual exploitation of the young women and lack of response from professionals appears to have been that professionals from all agencies were lacking in their knowledge and understanding of sexual exploitation. This limited their ability to identify when vulnerable young people, including children in care, were at risk of being exploited. This resulted in ineffective assessments of the risk, or interventions to prevent or reduce the young people’s vulnerability to exploitation.

Action that was taken was often focused on addressing the immediate presenting concerns such as offending behaviour, drugs and alcohol misuse and sexual activity, rather than identifying and addressing the underlying reasons why the young persons were presenting as they were.

The girls’ behaviour was often justified or excused as ‘their choice’ and as ‘adolescent behaviour’, and was not considered to be a reaction to longer term deeper issues or current abusive relationships.

The lack of evidence of supervision arrangements within which staff could be challenged to reflect on the factors that were influencing their assessments and decisions was a cause for concern.

When sexual activity was identified in young girls, neither health professionals (when consulted for contraception and sexual health advice), nor other professionals (when such relationships were identified), provided effective assessments of vulnerability or interventions.

Two of the girls in this case were children in care. They were subject to abuse whilst in a placement in Torbay out of the placing authority’s area. They were both young people with compromised backgrounds of abuse and neglect and therefore were very vulnerable. However, their out of area placement was not subject to any geographical assessment to gauge its suitability to be able to meet the needs of the girls.

It is appreciated that there are many difficulties in terms of placements and being able protect young people in care but a lack of assessments places these vulnerable young people at potential risk.

Early intervention may have reduced the offender’s progression to becoming abusers. Both were identified as having contact with young girls but, whilst there was identification of possible risk to the girls in the case of Subject 2, due to underage sex and risk posed whilst travelling in a stolen car, his potential for sexual exploitation was not identified; his contact with young girls was assessed to be due to his immaturity.

There needed to be an intervention to support the young person and protect them from further harm which was not conditional on pursuing the disclosure.

There is a need for professionals to take disclosures seriously and to put in place support so that the young person starts to feel protected, and possibly willing to support disclosure. We should however not wait for a disclosure before we proceed with either an intervention or an investigation.
These are the themes that were highlighted by young people and parents/carers who were involved in the court process in Rochdale.

**Assessments**
They described services such as the SWS and the Police as “not listening to children”. They felt that they had fully cooperated and given sufficient information for the agencies to protect them but nothing changed and the abuse carried on.

One of the parents reported that the police did not tell them what was happening and reported that their 16 year old daughter was “hanging out with a bad crowd” and “making choices about relationships and sexual partners”.

**Power of the perpetrator**
All of the victims described in detail, the power the perpetrator had over every element of their lives. Threats and actual use of violence to control victims was evident. This often included threats of violence against victims’ families. This intimidation was given as one of the reasons the young people did not tell their parents about their abuse and why they did not engage with families.

The perpetrators also explained that they had committed the crime that they were “prostitutes” and that no one would believe them.

**Isolation**
The young people described being trapped and with no hope of escape from the abuse. They felt unable to tell their parents or friends as no one would believe them. A common disclosure by young people was that even when they cooperated with agencies, nothing changed, the abuse continued.
Slide 45 – Key Headlines

What Learning? Key headlines from Serious Case Reviews

- **Rochdale SCR (2013)** - Children not being believed or viewed in the context of adult sex work. Need for wide-scale awareness raising and prevention work, and development of a culture of professional challenge.

- **Torbay SCR (2013)** - Professionals from all agencies need to be made fully aware of sexual exploitation, including how to identify signs of vulnerability. Professionals need to learn about assessing consent in peer exploitation cases.


- **Derby (2013)** - Current Court processes were in effect abusive of the young people; they reported feeling distressed, degraded, exposed, unsafe at Court and in the community, prevented from leading a normal life. The impact on agencies has also been significant, in an effort to fully support the young people. More care needed by professionals about language used in recording, opinions and statements being unqualified can impact young people’s credibility in court.

---

**Believe in children**

Barnardo's Scotland

Barnardo’s Registered Charity Nos. 216250 and SC037605
Rotherham – Emerging Themes

- Leadership – elected members, senior police officers and council officers, particularly critical
- Inappropriate negative attitudes – LAAC
- Need for trauma informed services
- Taxi services linked to organised crime
- Resources, volume of demand and pressure on staff
- Rarity of disclosure
- Effectiveness of third sector/community based resources linking with local communities
- Reluctance to believe
- Inaction justified by fear of racism.

Barnardo's
Registered Charity Nos. 216250 and SC037605
Slide 47 – Legislation

**Legislation**

- Civic Government (Scotland) Act 1982
- The Children (Scotland) Act 1995
- The Criminal Justice (Scotland) Act 2003
- The Protection of Children and Prevention of Sexual Offences (Scotland) Act 2005
- Sexual Offences (Scotland) Act 2009
- Criminal Justice and Licensing (Scotland) Act 2010
- The Children and Young People Act (Scotland) 2014
- Human Trafficking and Exploitation (Scotland) Act 2015

Handout 8: Legislation

**Civic Government (Scotland) Act 1982**

S52 makes it an offence to take, allow or make any indecent photograph, film or other digital image of a child.

It is also an offence to distribute or publish such an image, or to possess with a view to distributing: (The image may be a copy or a file stored on a computer or other storage device).

**The Children (Scotland) Act 1995**

This Act contains a clause related to ‘harbouring’ which can prosecute anyone who:

(a) Knowingly assists or induces a child to abscond in circumstances which render the child liable to arrest under subsection (1) or (3) of section 82 of this Act;
(b) Knowingly and persistently attempts to induce a child so to abscond;
(c) Knowingly harbours or conceals a child who has so absconded; or
(d) Knowingly prevents a child from returning
Criminal Justice (Scotland) Act 2003
S22 of this Act prohibits trafficking for the purpose of prostitution or making or producing obscene material including any child under the age of 18.

Protection of Children and Prevention of Sexual Offences (Scotland) Act 2005
Concept of grooming is recognised “meeting a child following certain preliminary contact” i.e. where a person arranges to meet a child under 18, having communicated with them on at least one previous occasion (in person, via the internet or other technologies) with the intention of performing sexual activity on the child.

Sexual Offences (Scotland) Act 2009
s6 – makes it an offence to cause another person, without their consent, to look at a sexual image
- if it is done for the sexual gratification of the alleged offender or
- to humiliate, distress or alarm the other person
s23 makes it an offence for anyone to show such an image to a child under 13 years, whether they consent or not
s33 makes it an offence for a person over 16 to show such an image to a child aged 13-15 whether they consent or not.

Criminal Justice and Licensing (Scotland) Act 2010
s99 of this Act allows for the closing of premises associated with human exploitation.

The Children and Young People (Scotland) Act 2014
The Act covers a variety of areas relating to the wellbeing of children and young people. Its provisions include the following:
- permanence planning for looked after children by giving all young people born after 1 April 1999 and looked after in foster, kinship or residential care the entitlement to stay in their care placement until their 21st birthday, extension of the ‘aftercare’ support available to young people leaving care for longer (up to the 26th birthday), introduction of a clear definition of corporate parenting and the bodies to which it applies, and support for the parenting role of kinship carers;
- enshrining elements of the Getting it Right for Every Child (GIRFEC) approach in law, provisions to ensure there is a single planning approach for children who need additional support from services, as well as, a single point of contact (the Named Person) for every child, and, a holistic understanding of wellbeing;
- new duties created in relation to the UNCRC and the strengthening of the Children’s Commissioner role.

Planning and consultation is currently on going across a number of areas with regard to the development of guidance and the implementation of provisions of the Act relating to: early learning and childcare GIRFEC, children’s rights and children’s services planning, and, provisions to support those in care and care leavers.
Human Trafficking and Exploitation (Scotland) Act 2015
Legislation has recently been passed by Scottish Parliament which clarifies criminal law around trafficking, and introduces a human trafficking offence, punishable by a sentence of up to life imprisonment.

Under the new legislation, a person commits the offence of trafficking if the person recruits, transports or transfers another person; harbours or receives another person; or, exchanges transfer of control over another person, with the intent or knowledge that another person will be exploited. This offence can be committed within and throughout Scotland and/or across UK, European or international borders.

With regard to child sexual exploitation, if a young person is transferred, moved, harboured, received, or control of them is exchanged, for any of the following offences, then the offence of human trafficking may be libelled:

■ Sections 9 to 12 of the Protection of Children and Prevention of Sexual Offences (Scotland) Act 2005 (sexual services of children and child pornography),
■ Part 1 of the Sexual Offences (Scotland) Act 2009 (rape etc.),
■ Part 4 of the Sexual Offences (Scotland) Act 2009 (children), or 5
■ Part 5 of the Sexual Offences (Scotland) Act 2009 (abuse of a position of trust).

The new Act received Royal Assent on 04 November 2015. This new legislation should help to more effectively prosecute perpetrators of CSE within Scotland.
Section 1 of the Human Trafficking and Exploitation (Scotland) Act 2015 contains an offence of human trafficking. The Crown must prove using corroborated evidence that the accused took a “relevant action” AND that he/she did so with a view to the victim being exploited.

In proving that the accused took the “relevant action” with a view to the victim being exploited, the Crown must prove that the accused intended to exploit the victim or know or ought to have known the victim was likely to be exploited.

The Act, and explanatory notes, may be accessed at:
http://www.legislation.gov.uk/asp/2015/12/contents
http://www.legislation.gov.uk/asp/2015/12/notes/contents

The remainder of Part 4 of the Human Trafficking and Exploitation (Scotland) Act 2015 (“the Act”) has been brought into force. This was done in two phases:

<table>
<thead>
<tr>
<th>Provision</th>
<th>Description</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 16</td>
<td>Relevant Trafficking or Exploitation Offences</td>
<td>29 June 2017</td>
</tr>
<tr>
<td>Section 17-25</td>
<td>Trafficking and Exploitation Prevention Orders</td>
<td>30 June 2017</td>
</tr>
<tr>
<td>Section 34(2)-(6)</td>
<td>Interpretation of Part 4</td>
<td>30 June 2017</td>
</tr>
<tr>
<td>Section 26-31</td>
<td>Trafficking and Exploitation Risk Orders</td>
<td>31 Oct 2017</td>
</tr>
</tbody>
</table>

A copy of the Commencement Regulations, accompanying policy note and associated court rules may be accessed at:
Child trafficking is a global business that targets and victimises the most vulnerable children for transportation, abuse and exploitation across the world. It is a largely hidden problem and is often described as a form of modern-day slavery. The children involved are in no way responsible for their predicament, having been coerced, bribed or forced into, and unable to escape from, the control of traffickers.

Child trafficking typically exposes children to continuous and severe risk of significant harm. It involves the recruitment, transportation, transfer, harbouring and/or receipt of a child for purposes of exploitation. This definition holds whether or not there has been any coercion or deception, as children are not considered capable of informed consent to such activity. It applies to activity within a country as well as between countries. It should also be noted that the Palermo Protocol broadens the scope of a child to under 18 and local procedures should reflect this.

At the end of 2008 the UK government ratified the Council of Europe Convention on Action against Trafficking in Human beings, following the publication of the UK Action Plan on Tackling Human Trafficking in 2007. The Council of Europe Convention came into effect in the UK on 1st April 2009 and has important implications for the identification and recording of suspected trafficking victims.

UK legislation and policy makes it clear that trafficking is both a crime and a violation of human rights, and the strategy focuses both on the disruption and reduction of trafficking and providing support for adult and child victims.

The extent and nature of child trafficking in Scotland is largely unknown, although a recent report by the Children’s Commissioner attempted to quantify the issue across the country, identifying at least 83 potential victims.

The National Referral Mechanism (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 – police, UKBA, Local authorities and voluntary sector agencies, to cooperate; to share information about potential victims and facilitate their access to advice, accommodation and support.

For children, a formal referral into the NRM is made by a First Responder. These are:

- Local Authorities
- UK Border Agency
- Police
- Serious Organised Crime Agency (SOCA)
- Barnardo’s
- CTAIL (NSPCC)

The NRM is an important tool in the fight against those who commit these crimes. NRM referrals will also help local authorities ensure a focused and appropriate response is in place for the child by ensuring all available information is gathered and shared quickly between partners. This will ensure that a child’s needs are addressed and mitigating factors are taken into account such as the risk of the child going missing.

The NRM process encourages a joint multi-agency working approach between a variety of agencies and through this process a more rounded view of the evidence will be collected. This will not only assist in the referrals made but will assist in the overall protection response for the child.

Reflecting on the importance of abusing adults and not the pathology of the child as well as locations where CSE takes place.

Use this slide to recap on the learning so far summarising that we have looked at the issues for the individual young person focussing on vulnerability and risk. We have looked at how agencies have responded to young people who are at risk of CSE and recognised that the intervention often looks at the young person presenting behaviour.

We now want to look at the issues around identifying and intervening in the behaviour of the abusing adult and begin to think of our role in this. We have started to look at the legislation that protects young people so how can this be used successfully?
Slide 50 – Good Practice Guidelines

**Case Study: Successful Prosecution**

- What information would be needed to provide evidence for a prosecution?

- Where would you get this information?

- What recommendations for good practice would you make as a result of this case?
Slide 51 – Exercise 8: Successful prosecution: Good practice

Examples of Good Practice

- **Staff in the residential unit** recorded times, dates, registration numbers, description of the perpetrator – turned out to be essential evidence

- **Police** gained the trust of the victim, supported her, did not criminalise

- **Hotel** kept records of the perpetrators visits

Handout 10: Successful prosecution: Outcomes

Facilitate a large group discussion around the lessons learned and what this might mean for future policies and practice particularly for young people who are ‘looked after’.
**Slide 52 – Exercise 8: Successful Prosecution: Legislation**

<table>
<thead>
<tr>
<th>What actually happened?</th>
<th>What could have been used?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Charged with offences under the Child Abduction Act 1989 and the Sexual Offences Act 2003</td>
<td>• The Children (Scotland) Act 1995 – ‘harbouring’ and ‘knowingly preventing a child from returning’</td>
</tr>
<tr>
<td>• Successfully convicted on 4 counts of child abduction as well as sexual grooming and inciting a child to commit a sexual act</td>
<td>• The Protection of Children and Prevention of Sexual Offences (Scotland) Act 2005 – ‘Grooming’</td>
</tr>
<tr>
<td>• 5 years in prison</td>
<td>• The Sexual Offences (Scotland) Act 2009 – ‘Sexual activity with a child under 16’</td>
</tr>
<tr>
<td>• Sex offenders register</td>
<td>• Human Trafficking and Exploitation (Scotland) Act 2015</td>
</tr>
<tr>
<td>• Sexual Offences Prevention Order</td>
<td></td>
</tr>
</tbody>
</table>

Stress that a successful prosecution relies on historical information to provide evidence of a pattern of behaviour and multiple incidents. This information needs to be routinely recorded regardless of the disclosure by a young person or the potential for a prosecution as it may become significant at a later date.
Slide 53 – Learning in Scotland

Learning in Scotland

- 5 significant CSE investigations in Scotland in the last 2.5 years (correct at June 2017)
- Clear investigative parameters
- Victim Centred – consider statement taking***
- Perpetrator Focus
- Multi- Agency Information Sharing
- Importance of intelligence capture across agencies
- Impact on Staff
- Early liaison with COPFs

***Victim centred statement taking – in one case in the West of Scotland, 26 (different) statements were taken from one victim. The COPFS later decided that this victim was not a credible witness. She did not get justice. Police Scotland have subsequently admitted responsibility for this.
Case Study 1

- JA, 20 year old male
  - Unaccompanied Minor – Afghanistan
  - Hepatitis B

Legislation Used – the following charges were libelled:
- Section 1 Protection of Children and Prevention of Sexual Offences (Scotland) Act 2005 – Grooming a child – 2 years
- Section 1 Protection of Children and Prevention of Sexual Offences (Scotland) Act 2005 – Grooming a child – 1 year
- Section 28 Sexual Offences (Scotland) Act 2009 – intercourse with a child 13-15 years – 2 years
- Section 18 Sexual Offences (Scotland) Act 2009 – rape of a child under 13 years – 4 years
- Section 3 Sexual Offences (Scotland) Act 2009 – indecent assault – Admonished
Slide 55 – Learning in Scotland

Case Study 2

- JN, 18 year old male
  - Mixed Race – European
  - College Student

Legislation Used – the following charges were libelled:

- Section 105(4) (A) Licensing (Scotland) Act 2005 – **ACQ**
- Section 5(2) Misuse of Drugs Act 1971 – **ACQ**
- Assault to Injury – **ACQ**
- Assault – **NG**
- Culpable and Reckless Conduct – **NP**
- Section 28 Sexual Offences (Scotland) Act 2009 – intercourse with a child 13-15 years x2 counts – **GUILTY**
- Section 30 Sexual Offences (Scotland) Act 2009 – rape of a child under 13 years x2 counts – **GUILTY**

Believe in children
Barnardo's Scotland
Barnardo's Registered Charity Nos. 216250 and SC037605
Case Study 3

- **26 victims – all young women**
  - Girl 1 – linked to 28 suspects
  - Girl 2 – linked to 23 suspects
  - Girl 3 – linked to 9 suspects
  - Girl 4 – linked to 8 suspects
  - Girl 5 – linked to 4 suspects
  - Girl 6 – linked to 1 suspect

- A further **18 victims** were identified during the course of the investigation
Slide 57 – Learning in Scotland

**Suspect Strategy**

- **55 suspects** identified

*Prioritisation* was based on the following **criteria:**

- Those living in the UK
- Intelligence/evidence of involvement in current criminality
- Gravity of offence
- Current risk
- Suspects who featured in previous CSE cases/involvement
What Happened Next?

- **55** suspects identified by young woman
  - 46 identified/located
  - 22 continue to live in the Greater Glasgow Area
  - 8 continue to live out with the Glasgow area
  - 14 were deported
  - 1 is currently awaiting deportation
  - 1 currently in prison
Case Study 4 – Op Mid West

- Young woman (A) aged 14 years of age
- School attendance was less than 40%
- Family was known to SWS
- Sent (sexualised) pictures of self to peer DP
- Stopped sending pictures as nothing came back

**Why do you think this would happen?**

- She was then threatened – images would be shared if she didn’t send more pictures
- Images were later posted on to DP’s profile – they were available to 2000 friends
What Happened Next?

- Young woman told her mum
- She gave a statement to the Police
- IP address was traced – however there was multiple occupants at this address
- Police needed to clarify who the “offender” was
- DP had 3 profiles on fb
- DP traced as Andrew McBride, 19 years old
- An additional 40 victims were identified
- None of whom had come forward before (A) had disclosed
- Andrew pled guilty
- Sentenced to 4 years and 5 months
- In addition, would be on license for 3 years + registered as a sex offender indefinitely
Slide 61 – Locations

We know in Scotland that there are many locations that are used to facilitate child sexual exploitation.

These include, public transport hubs, city/town centre streets, houses/flats, schools, online, the Apple Store, food outlets, shopping centres. This is not an exhaustive list.

We need to be clear about what the locations of concerns are in our LA area and what this information is based on.
Child sexual exploitation can be organised between
• One victim and one perpetrator
• One perpetrator and multiple victims (some know to one another, some not)
• Multiple perpetrators and one victim
• Multiple perpetrators and multiple victims (some known to one another some not)
We know from Police operations across Scotland that perpetrators may be lone abusers, they may form part of a network, they may be female abuser. We also know that family members and other children and young people may be recruited to act as conduits/facilitators of child sexual abuse.
Trends

- Use of taxis to groom victims and facilitate their movement (trafficking) all over Scotland and beyond
- Use of hotels to appeal to younger victims and for anonymity
- Supply of alcohol and drugs
- Taking young people to illicit places (clubs, pubs, parties)
- Adult sexual entertainment venues normalising the sexualisation of women
- Perpetrators working in businesses and licensed premises to meet young people to seek to abuse them
**Slide 66 – New Trends: Shameless**

**Shameless**

**Video not playing? Click here**

Recent Police operation highlights issue of young people involved in CSE relates to PARTY FLATS. However, new trends in relation to CSE highlight peer on peer CSE as highlighted in this next DVD.

Before you play DVD – The DVD is a clip from a television series and the purpose of the exercise is to try to get a sense of the experience from the young person’s perspective so the quality of the audio, the chaos and difficulty in following the story and conversation actually reflects how this feels for young people in this situation – in discussions around consent how relevant is it to focus on what the young woman said as opposed to the actions of her peers. Reflect the conversation back to the Barnardo’s triangle if this arises. A young person cannot consent to their abuse so why does it matter if we can’t hear what she said? Was she capable of consent? Advise participants that scenes are harrowing and ask them to think about when CSE starts, issues of consent and disclosure.

After the DVD give participants a few minutes time to make an individual note of the feelings that were generated for them while watching the DVD. Facilitate a short discussion around issues of consent and peer pressure.

The next exercise after the DVD will give participants an opportunity to think about the thoughts and feelings of the young people involved in incident.
Consent

In the context of child sexual exploitation, the term ‘consent’ refers to whether or not a child understands how one gives consent, withdraws consent and what situations (such as intoxication, duress, violence) can compromise the child or young person’s ability to consent freely to sexual activity.
Slide 68 – Consent and Tea

Consent and Tea

Play the DVD Consent and Tea  (Thames Valley Police version)
The Law and Consent

The Sexual Offences (Scotland) Act 2009 states that “consent” means “free agreement”. So if someone doesn’t “freely agree” to sexual activity, they haven’t consented.

It doesn’t spell out exactly what “free agreement” means, but it gives some examples of when there is no free agreement:

- When someone is incapable of consenting because of the effect of alcohol or other substances (e.g. drugs)
- When someone is asleep or unconscious
- When someone agrees because they are unlawfully detained
- When someone agrees because of violence or threats of violence
- When someone agrees because the other person is pretending to be someone else

The Act also says that consent can be withdrawn at any time.
Slide 70 – Responding to concerns of Sexual Exploitation

Responding to Concerns of Sexual Exploitation

**Response to Young People**
- How do I support?
- How do I discuss this with them?
- What do they need?
- What do I need?
- What resources do I have available to me?
- What additional resources do I need?
- What concerns/fears do I have in supporting?

**Organisation response**
- Who do I need to tell?
- What help can I get?
- What’s my direct responsibility?
- What are my expectations?
- What are my experiences?
- What are my concerns/fears?
Slide 71 – Summary of key points

Supporting Young People at Risk of Sexual Exploitation

With own increased awareness of issues
- Sexual Exploitation is ABUSE – not a lifestyle choice
- Young people will rarely disclose exploitation
- Ability to identify Vulnerability Factors, Indicators, and Push/Pull factors

Multi Agency response
- Package of support based on sound assessment and early intervention
- Reduction of presenting risk indicators
- Increased awareness of young persons own rights and awareness

Barnardo’s
Registered Charity Nos. 216250 and SC037605
**Model of Support: Barnardo’s 4 A’s**

**Access**
Provide services in a safe, attractive environment; support young people on their own terms; build trust

**Attention**
Give young people time and positive attention, focusing on what matters to them

**Assertive Outreach**
Make consistent and persistent efforts to contact the young person through a range of methods

**Advocacy**
Support young people to get the provision they need from multi-agency protocols

---

**Access**
Majority of young people often have chaotic lives and a history of poor relationships with helping professions. Considerable efforts are made to ensure that services are flexible and responsive. Providing support to young person on their own terms is crucial, as is honesty about the boundaries of confidentiality.

**Attention**
Consistent and persistent attention enables the development of a protective, supportive relationship attention that will “hook” a young person out of unsafe relationships and into positive ones.

**Assertive Outreach**
Steady persistence engagement techniques are particularly important to counteract, the influence of, often equally persistent abusive adults.

**Advocacy**
Our work is to establish/maintain effective interagency protocols/practices which keep the needs of young person at the centre. Right kind of support at the right time - accommodation, education.
Slide 73 – The Jigsaw

THE JIGSAW...

You have a piece of the jigsaw – You can:

Keep it

Give it to someone else

Throw it away

... or find out where it fits and share information

Barnardo's Registered Charity Nos. 216250 and SC037605
What Else?

- No one agency is solely responsible for the protection of children
- Always take appropriate advice and discuss your concerns with your line manager
- Refer to the Children’s Reporter
- Shared local child protection/vulnerable adult procedures
- Liaise with appropriate specialist services
- All adults who come into contact with children and/or their families have a responsibility to ensure a child’s safety/well being
- It is everyone’s responsibility, however, to report concerns
Slide 75 – Child Protection Improvement Programme

Child Protection Improvement Programme

“Preventing and tackling Child Sexual Exploitation (CSE) requires a coordinated multi-agency response... CSE is often a hidden form of abuse and victims may not recognise that they have been exploited until they reach adulthood, or may simply be reluctant to disclose it if they do for many complex reasons... Police Scotland and other stakeholders confirm that this form of abuse is happening nationally... Prevention must be accompanied by work to detect, disrupt and prosecute perpetrators and reduce reoffending.”

Child Protection Improvement Programme, 2017
Any questions?

Remind participants to complete the post score on the evaluation form and hand to trainer.