Child Sexual Exploitation

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Child sexual exploitation is…

A form of child sexual abuse.

It occurs where an individual or group takes advantage of an **imbalance of power** to coerce, manipulate or deceive a child or young person **under the age of 18** into sexual activity (a) **in exchange for** something the victim needs or wants, and/or (b) the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual.

Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology (DfE, 2017: 5)

CSE is not a catch all for all sexual harm in adolescence

If no exchange, it is not CSE

Important to educate about CSE in wider context of other forms of sexual harm

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Public perceptions of CSE

Partial narratives obscure other sources/forms of harm, thereby increasing risk

CSE can take many different forms, including...

- A 21 year old male persuading his 17 year old 'girlfriend' to have sex with his friends to pay off his drug debt

- A 13 year old male having sex with a taxi driver in return for a ride home

- Three 15 year old males being taken to party houses and given 'free' alcohol and drugs, then having to 'pay' for them by having sex with adult males

- A 12 year old female having to give oral sex to two 14 year old males, if she wants to remain part of the peer group

- A mother allowing a man to abuse her child in return for a bottle of vodka

- An adult eliciting more explicit sexual images from a young person, in return for not telling their parents they had sent the initial images

- A homeless 17 year old who exchanges sex for a place to stay, rather than sleep on the streets

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What we know about CSE

- Can be perpetrated by individuals or groups, adults or peers, familial or non-familial

- May be a one-off incident or ongoing pattern of abuse

- Any child/young person can experience it

- Sexual violence is gendered but boys also affected – issue of identification as well as prevalence

- Affects all ethnicities, but some are more hidden than others

- Most frequently first identified in 12-15 age range, though increasingly impacting younger children

- 16/17 year olds also affected

- Certain cohorts may be more vulnerable, but particularly with online abuse, extended reach

- Can occur in family home, community settings, online – and in schools

- Cross-over between online and offline environments   (Beckett, Holmes and Walker 2017)

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The complexities of CSE

- Potential co-existence of benefit and harm

- Receipt of something they 'want or need' may obscure the abusive nature of the interaction – to the child and to us

- May not want, or be able, to give up the something they 'need or want' – *"at least I'm getting something for it this time"*

- May have strong ties to those harming them – perceived love; debt; threats

- May fear being judged or blamed, or feel complicit themselves

- Low likelihood of direct disclosures, but may be indicating otherwise - *"I was throwing hints cause I didn't want it comin out of my own mouth. I wanted people to work it out"*

- Professional curiosity is critical

The complexities of CSE

- 'Idealised victim' – groomed & controlled

- If not, then *"making active lifestyle choices"* and somehow less of a 'victim'

- Simplistic narratives do not reflect most young people's experiences

- *"Constrained choice"* – may be making choices, but in situations that are far from ideal and not of their choosing

- Choice and agency must not equate to responsibility and blame

- Receipt of something does not negate the abusive nature of the act

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Lessons from 'Learning about online sexual harm' (Beckett et al, 2019)

- Young people will be exposed to risk of CSE and other forms of sexual harm - prepare them for this, in advance – *"There's no point in learning about a situation after the situation has actually goddamned happened."*

- Young people want to talk about these issues when given the right forum – learning from them is critical to ensure our preventative efforts are relevant

- Assume existing exposure to CSE/sexual harm within the class (1 in 10 had learnt about online sexual harm through personal experience

- Learning needs to be holistic – all forms & manifestations of harm

- Learning should be interactive and iterative & avoid simplistic avoidance based messages – engage in the complexity and questions

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Lessons from 'Learning about online sexual harm' (Beckett et al, 2019)

- Educative efforts must consider avoidance of perpetrating harm as well as experiencing it

- There is a particular knowledge gap about abuse in peer-based relationships and interactions

- Messaging to date has left young people with a strong sense of personal responsibility for avoiding or experiencing sexual harm – this prevents reporting and help-seeking

- Avoid any (inadvertent) victim blaming messages – *'keeping yourself safe'; 'putting yourself at risk' 'involved in sexual exploitation'*

- Have clear reporting/support structures, and be clear about limits to confidentiality

- Creating a safe environment for learning goes beyond specific lessons and includes challenging harmful gender norms and adopting a zero tolerance approach to all forms of abuse

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References and further reading
(www.beds.ac.uk/sylrc/publications and www.beds.ac.uk/sylrc/resources/practice-resources

- Beckett, H. et al(2017) Child Sexual Exploitation: Definition and Guide for Professionals. (Extended text of DfE CSE Guidance)

- Beckett, H. (2019) 'Moving beyond discourses of agency, gain and blame: reconceptualising young people's experiences of sexual exploitation' in Pearce, J (ed) *Child Sexual Exploitation: Why theory matters* Policy Press

- Beckett, H. et al (2019) *Learning about online sexual harm* Independent Inquiry into Child Sexual Abuse (Executive summary and full report)

- Lloyd, J. et al (2020) *Harmful sexual behaviour in schools: a briefing on the findings, implications and resources for schools and multi-agency partners*

- Shuker, L. et al (2021) *'They believe this' Taking pupils' religious backgrounds into account in Relationship and Sex Education* (Executive summary and full report)

- Allnock, D et al (forthcoming in April 2022) *Learning from the Experts: Understanding the mental health and emotional wellbeing needs of those who experience sexual abuse during adolescence* (chapter on school experiences)

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Teaching about child sexual exploitation through PSHE education

Liz Laming

Teaching about CSE

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

Department for Education, 2017

Education is vital, but it cannot prevent a child or young person from being harmed.

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What is PSHE education's role?

✓ Increase knowledge and understanding

✓ Help build students' confidence

✓ Challenge attitudes that might legitimise harmful behaviours

✓ Signpost support

✓ Increase awareness of rights and the process of making a disclosure

Zero tolerance culture

Responding to incidents

Involve all key stakeholders

High quality RSE

Whole school approach

Reviewing policies

Targeted support and interventions

Staff training

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By the end of primary pupils should know:

Online relationships:
- that people sometimes behave differently online, including by pretending to be someone they are not.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

Being safe:
- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Internet safety and harms:
- where and how to report concerns and get support with issues online.

By the end of secondary pupils should know:

Respectful relationships, including friendships:
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

Online and media:
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- what to do and where to get support to report material or manage issues online
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail

Being safe:
- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.

Intimate and sexual relationships, including sexual health:
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.

Internet safety and harms:
- the similarities and differences between the online world and the physical world...
- how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW — THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	**Safe relationships**	**Respecting ourselves and others**	**Belonging to a community**	**Media literacy and digital resilience**	**Money and work**	**Physical health and Mental wellbeing**	**Growing and changing**	**Keeping safe**
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

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SECONDARY PSHE EDUCATION: LONG-TERM OVERVIEW — THEMATIC MODEL

		Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
11-12 years old	Year 7	**Transition and safety** Transition to secondary school and personal safety in and outside school, including first aid	**Developing skills and aspirations** Careers, teamwork and enterprise skills, and raising aspirations	**Diversity** Diversity, prejudice, and bullying	**Health and puberty** Healthy routines, influences on health, puberty, unwanted contact, and FGM	**Building relationships** Self-worth, romance and friendships (including online) and relationship boundaries	**Financial decision making** Saving, borrowing, budgeting and making financial choices
12-13	Year 8	**Drugs and alcohol** Alcohol and drug misuse and pressures relating to drug use	**Community and careers** Equality of opportunity in careers and life choices, and different types and patterns of work	**Discrimination** Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	**Emotional wellbeing** Mental health and emotional wellbeing, including body image and coping strategies	**Identity and relationships** Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	**Digital literacy** Online safety, digital literacy, media reliability, and gambling hooks
13-14	Year 9	**Peer influence, substance use and gangs** Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	**Setting goals** Learning strengths, career options and goal setting as part of the GCSE options process	**Respectful relationships** Families and parenting, healthy relationships, conflict resolution, and relationship changes	**Healthy lifestyle** Diet, exercise, lifestyle balance and healthy choices, and first aid	**Intimate relationships** Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	**Employability skills** Employability and online presence
14-15	Year 10	**Mental health** Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	**Financial decision making** The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	**Healthy relationships** Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	**Exploring influence** The influence and impact of drugs, gangs, role models and the media	**Addressing extremism and radicalisation** Communities, belonging and challenging extremism	**Work experience** Preparation for and evaluation of work experience and readiness for work
15-16	Year 11	**Building for the future** Self-efficacy, stress management, and future opportunities	**Next steps** Application processes, and skills for further education, employment and career progression	**Communication in relationships** Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	**Independence** Responsible health choices, and safety in independent contexts	**Families** Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

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R28. to recognise when others are using manipulation, persuasion or coercion and how to respond

R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships

R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others

R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)

R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

Meeting students' needs

Surveys/ questionnaires/ Student Voice

Liaise with colleagues/ safeguarding/ pastoral teams
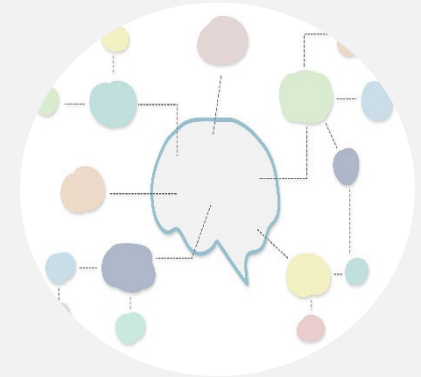
Baseline assessment

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Top tips for teaching challenging topics safely

Ground rules
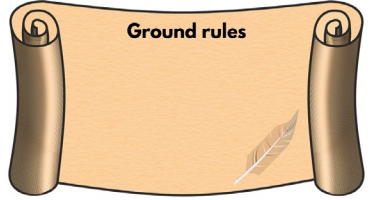
Establish a safe teaching and learning environment

Protect students who may have higher vulnerability

Ensure inclusivity
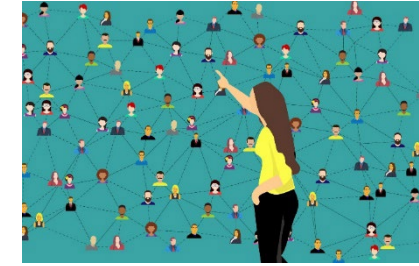
Signpost further help and support

USER GUIDE

Consider your responses to questions

Consider imagery and media

Avoid instruction or inspiration
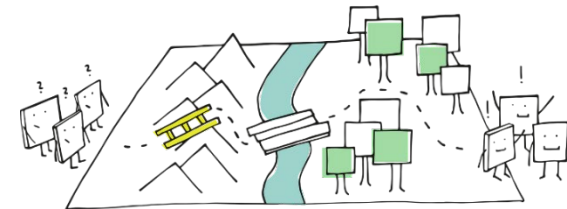
Take a positive approach

Close the lesson safely

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Protect students

- Distance the learning – use case studies, scenarios, examples

- Consider students with vulnerabilities – liaise with colleagues, inform students of upcoming topics

- Manage disclosures in class – 'protective interrupting':

"Could I ask you to pause? That sounds like something I really need to hear about, but it might be better if just the two of us talk about that after the lesson."

"Thank you for sharing that. I would like to talk about it with you some more, but I think it's more appropriate for a private conversation. Can we talk at break time?"

"It sounds like you're about to say something really important and serious. Can you hold on to it for one minute, then we can talk about it outside of the room."

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Avoid shock, fear and shame

Inducing shock, fear or shame is rarely effective in promoting behaviour change and can have unintended consequences, detrimental to achieving the intended learning.

Be cautious about using videos – often these fail to place any responsibility or agency on the offender

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Reflect reality and avoid victim-blaming

- Examples of CSE presented in resources are often stereotypical and repetitive

- It's important to tackle the narrative around the 'risk-taking' behaviours of children and young people

- Many young people use online communication to explore relationships and sex – warnings about meeting 'a stranger' may feel out-of-touch and be ineffective

- Remember that children and young people are abused, groomed and exploited in a range of contexts

www.pshe-association.org.uk

Signpost support

Ellie's Support Circle
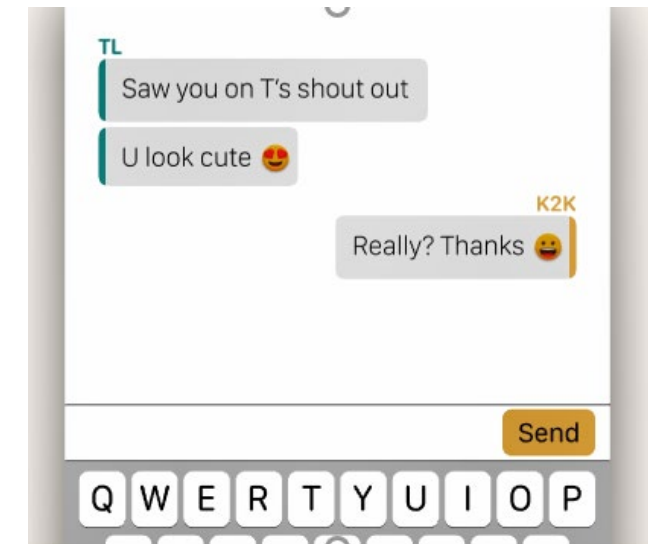
These are the people who are there to help Ellie when she needs it.

DISCUSSION: Ellie's Support Circle

Explain that you are going to explore the point in the film where Ellie is very upset.

Why is Ellie upset?
[She thinks that Sam is posting mean comments about her, Megan is unkind to her and she loses the guitar-off against Max.]

Tell the children Ellie really needs someone to talk to.
As a class consider **Ellie's Support Circle**. (Page 6 of Workbook)

Who could Ellie have talked to when she was upset?
[Anyone from her support circle is correct.]

ACTIVITY: Who to turn to for help

➡ Ask for eight volunteers to come to the front of the classroom. Give each a 'Someone who...' sign to hold up. Stick the **Yes** and **No** signs at opposite sides of room.

➡ Explain that in turn, each of the children holding a 'Someone who...' sign will step forward and read their card aloud. The class will decide if the person described would be someone who is a good person for Ellie to go to for help. 'Yes' is represented by thumbs up, and 'No', thumbs down. When a decision is made, the cardholder should stand by the 'Yes' or 'No' sign.

Mum
- Will always make time for Ellie, even if she is really busy.
- Gives great advice.

Alfie
- Been best friends with Ellie since they started school.
- Cheers Ellie up when she is sad.

Miss Hunter
Teacher
- Will always help to sort out a problem whether it's big or small.
- Sees her every school day.

Auntie Emma
- Always helps Ellie to understand things more clearly.
- Is a good problem solver.

Mr Hall
Teaching Assistant
- Very friendly and easy to talk to.
- Never judges anyone.

Grandpa
- Always knows what to say to make Ellie feel better.
- Often picks Ellie up from school and always asks how her day was.

Focus on rights

What happens when someone chooses to make a disclosure?

Deciding to report   10 min

Acknowledge that telling someone about abuse is often hard, and it can feel like there are a lot of reasons not to tell someone. But, remind students that everyone is entitled to the same rights and that if these rights are being denied, it is others' responsibility to help them and to keep them safe. There are also lots of reasons to speak out, and whilst there are barriers, the benefits can help to outweigh these.

Using Resource 2: *Disclosure flowchart* and still thinking about their character from the scenarios, ask students to work in pairs to fill in the different stages of the flowchart. Some examples have been provided to help them address the key questions:

· Who could they talk to? – emphasise this might not be a formal report in the first instance, but could also be talking to someone else they trust.
· What might happen next?
· How can reporting help?

Take feedback, emphasising the key learning identified in Resource 3: *Disclosure flowchart – teacher answers*. Emphasise that at each stage, the person who is making a report is in control of what they say and who to, and that whomever they tell will give them the support they need.

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What rights does someone have when they make a disclosure?
A person who chooses to speak to someone about what has happened has the right to:
Choose who to speak to and feel safe talking to them
Be listened to
Be treated with respected and dignity

Who could someone talk to for informal advice?

Who could someone talk to if they wanted to make a formal report?

What might happen next?
for example, they might be supported to make a formal report.

What might happen next?
for example, they might be asked to give a statement.

How might talking help the person?
for example, takes power away from the abuser

How might reporting help the person?
for example, feeling a sense of justice.

What types of ongoing support are available to someone who makes a disclosure?
A person might access any of the following:
Counselling to help them process what happened
Advice from online services, charities and community groups
Legal representation and help to navigate the criminal justice system
(if choosing to prosecute).

Home Office

New from Think U Know for 8s-10s
PLAY · LIKE · SHARE

PSHE Association

KS4

Teaching about consent

Lesson Plans & Resources

TEACHING ABOUT CONSENT | KS4   LESSON 3 | RESOURCE 4: SEXUAL IMAGE SCENARIOS

Scenario 1:
A couple send explicit images to each other during the course of their relationship. After they break up, one of them shares the images as revenge for being hurt.

Scenario 2:
At a party someone gets very drunk. They end up naked in bed with someone, but pass out before having sex. The other person takes photos of them naked and shares them.

Scenario 3:
Someone puts a photo of themselves on Facebook in their underwear. This photo is printed out and shared around the school with abuse about the person written on it.

Something's not right

MEDWAY PUBLIC HEALTH DIRECTORATE

Realtionships and Sex Education
Teacher guidance for key stage 3-4

Lesson 3: Healthy and Unhealthy Relationships

KS3 Year 7

A BETTER MEDWAY
Easier ways to be healthy

Healthy and unhealthy relationships
KS3 Year 7 Lesson 3

Send me a pic?

PSHE Association Quality Assured Resource

PSHE Association Quality Assured Resource

THINK U KNOW

ONLINE BLACKMAIL.
A ONE-HOUR LEARNING SESSION HELPING 15-18 YEAR OLDS IDENTIFY RISK AND GET SUPPORT WHEN THEY NEED IT.

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Top tips for schools

- Take a whole school approach
- Develop a spiral curriculum
- Ensure age-appropriateness and relevance
- Meet the needs of pupils
- Create a safe learning environment
- Ensure pupils are protected
- Avoid using shock, fear or shame tactics
- Avoid victim-blaming
- Signpost support
- Ensure staff are trained and feel supported

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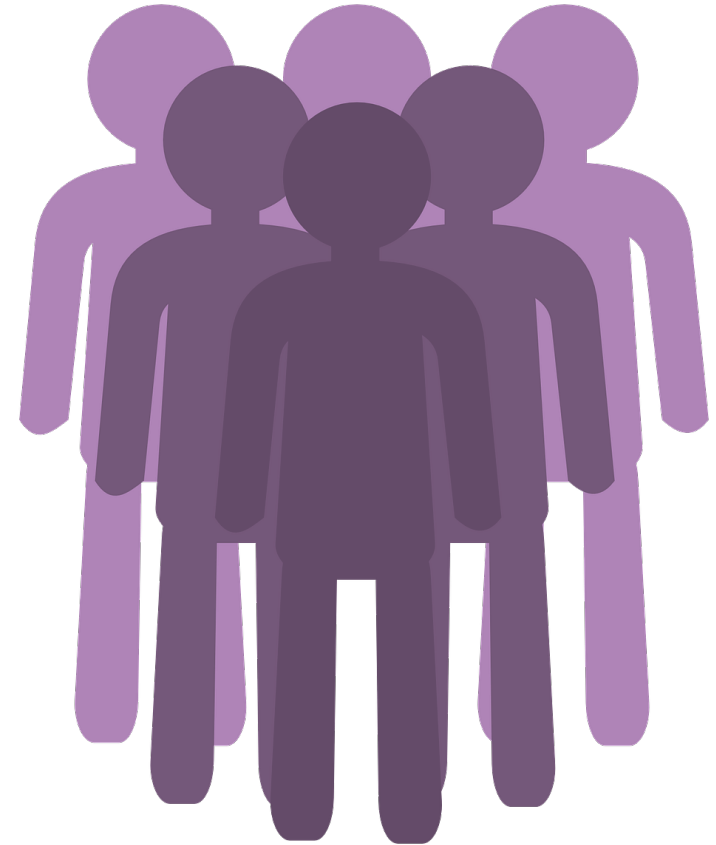
ASSESSING STUDENTS KNOWLEDGE AND UNDERSTANDING

STARTING POINT

	NOT SURE	OKAY	CONFIDENT
I understand what a healthy and unhealthy relationship is.			
I can identify the features of an abusive relationship			
I am able to recognise inappropriate, harmful or unwanted behaviour.			
I can explain how to report concerns around welfare.			
I know where to access appropriate support.			

TASK ✓ **For each of the points above rate your current knowledge/confidence/understanding.**

Support Task

I can identify the features of an abusive relationship

| NOT SURE | OKAY | CONFIDENT |
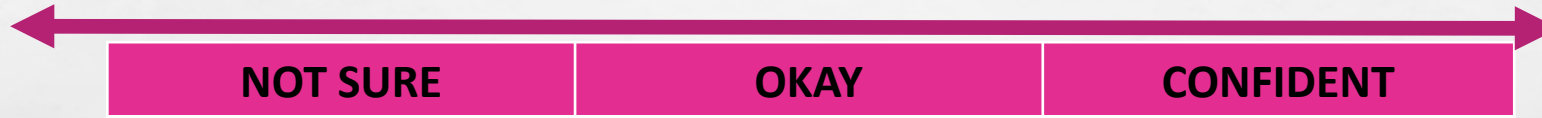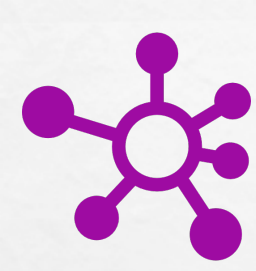
STILL HAVE QUESTIONS?

WRITE ANY QUESTIONS YOU HAVE ON THE 'ASK IT NOTE' AND LEAVE WITH YOUR TEACHER AT THE END OF THE CLASS.

TASK ✓ **Has your knowledge or understanding changed since the start of the lesson?**

LOOKING AT RELATIONSHIPS

What are the features of a healthy relationship?

HEALTHY

Committed	Trust	Care
Open Communication	Mutual Respect	Believing in each other
Supportive	Equality	Shared decisions
Belonging	Love	Acceptance

What could be the features of an unhealthy relationship?

UNHEALTHY

Bullying

Regular Arguments

Avoiding each other

Nasty comments

Dishonesty

No Respect

Unclear boundaries

Discrimination

Pressured

Unsupportive

Jealousy

Any more....?
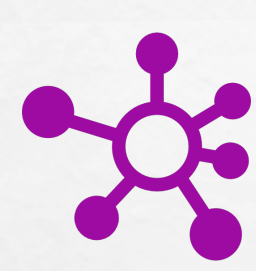
What could be the features of

abuse in a relationship?

ABUSIVE

Sexually abusive

Violent

Gas lighting

Mistreatment

Hurtful

Emotional abuse

Manipulative

Forceful

Coercing

Accusing

Isolating

Unsupportive

Exploitative

Controlling

Stretch & Challenge

Create definitions for some of the terms

LOOKING AT RELATIONSHIPS- SEND

What might we see in a positive relationship?

TASK ✓ Discuss your ideas

Positive (Healthy)	Negative (Unhealthy)

Committed to each other

Belonging

Love

Dishonesty

Nasty comments

Regular Arguments

Avoiding each other

Believing in each other

Unclear boundaries

Having an equal say

Supportive of each other

No Respect

Jealousy

Care

Accepting each other

Respect for each other

Trust

Discrimination

Bullying

Unsupportive

TASK ✓

Decide which of the descriptions below would positive or negative in a relationship.

Positive (Healthy)	Negative (Unhealthy)

Positive (Healthy)

Committed to each other

Love

Belonging

Believing in each other

Supportive of each other

Trust

Respect for each other

Accepting each other

Care

Having an equal say

Negative (Unhealthy)

Regular Arguments

Avoiding each other

Dishonesty

Nasty comments

Jealousy

No Respect

Unclear boundaries

Bullying

Discrimination

Unsupportive

TASK ✓ Check your answers
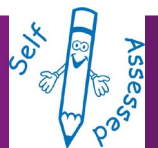
UNDERSTANDING TERMS

MATCH UP

Consent

Exploitation

VOCABULARY

Gas Lighting

Sexual Harassment

Sexting

Sexual Assault

This is when one person agrees or gives permission to another person to do something

In a dating relationship is when partners mutually agree to sexual activity. This can include hugging, kissing, touching or sex.

Is a form of manipulation that occurs in abusive relationships. It attempts to lead someone to think that they aren't right about anything and for the power to be taken by someone else.

When someone misuses their power or control over another person, causing harm or distress.

When someone intentionally touches another person in a sexual manner, without that person's consent.

When someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'.

Any unwanted sexual behaviour that makes someone feel upset, scared, offended or humiliated.

TASK ✓ Match up the terms with definitions.

MATCH UP

VOCABULARY

Consent

Exploitation

Gas Lighting

Sexual Harassment

Sexual Assault

Sexting

Stretch & Challenge

MATCH UP

VOCABULARY

Consent

Sexting

Exploitation

Sexual Harassment

Sexual Assault

When someone uses power or control over another person to cause harm or upset

This is when one person agrees or gives permission to another person to do something

When someone sends or receives a sexual text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'.

Any unwanted sexual behaviour that makes someone feel upset, scared, offended or humiliated.

When someone touches another person in a sexual manner, without that person's consent.

TASK ✓ Match up the terms with definitions.
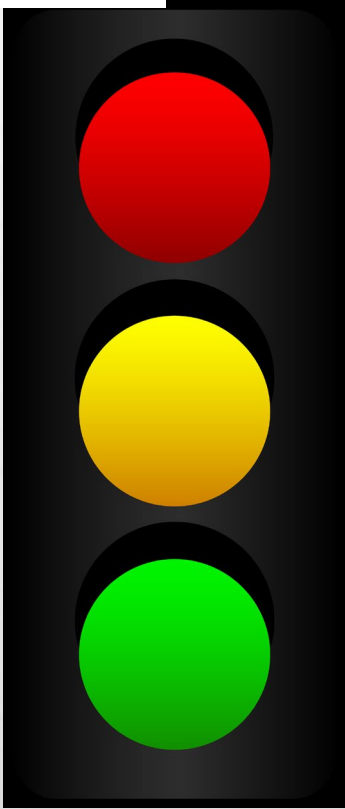
ASSESSING HARMFUL BEHAVIOURS
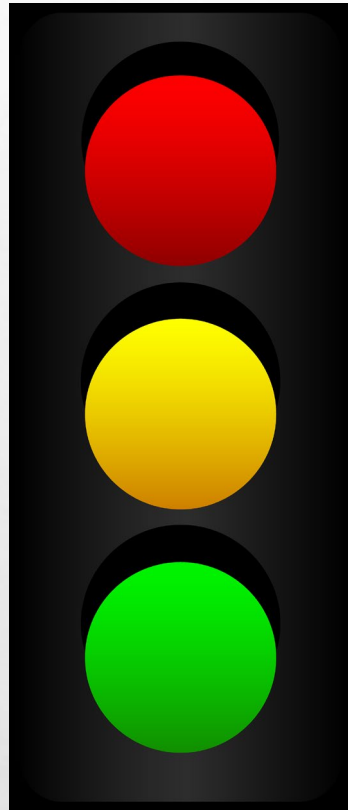
Touching someone's bottom, breasts, crotch area without clear in-the-moment indications that they want that

UNACCEPTABLE

This is unwanted sexual behaviour without consent. It could be classed as sexual harassment.

OKAY

NOT OKAY

OR

OKAY

NOT OKAY

Wolf Whistling at someone

TASK

Is this okay or not okay?

Wolf Whistling at someone

NOT OKAY

This is unwanted sexual behaviour without consent. It could be classed as sexual harassment.

REFLECTING ON HARMFUL BEHAVIOURS

Ry had been in a relationship with Sam for a few months before lockdown happened.

At first it was fine because they were still messaging and face-timing loads.

But as time went on Sam started accusing Ry of not having any time for them, ignoring messages and taking ages to reply.

Ry didn't think that was fair as they were busy doing online lessons and usually replied within ten minutes.

The couple began to argue more and Sam started to post that Ry was a lousy partner and had cheated.

Lots of people got involved and started to have a go at Ry online and in person.

When Ry saw Sam they got into another argument and Sam slapped Ry around the face. Sam threatened to share private messages and images of Ry.

Ry wants to tell people what is going on but is worried people wont believe the truth or laugh.

What are the harmful behaviours being shown in the scenario?

Ry is experiencing physical, emotional abuse and blackmail.

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What rights are being denied in the situation?

Ry has been denied the right to feel safe, to be respected, to decide levels of intimacy and who/how to spend time with their partner.

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Ry wants to tell people what is going on but is worried people wont believe the truth or laugh.

What impact has/could the harmful behaviours have?

Ry might be feeling low self esteem, social isolation or possibly guilt.

Ry may avoid school, going out or the activities they used to enjoy.

This could also have longer term impacts in relation to academic achievement, employment and wellbeing. It could also impact on future relationships.

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Ry wants to tell people what is going on but is worried people wont believe the truth or laugh.

What might indicate to someone else that the character is experiencing abuse?

Others might notice that Ry is worried about how Sam will react or that Ry has become passive in the relationship.

They may also notice changes in mood or social withdrawal.

REPORTING HARMFUL BEHAVIOURS

REPORTING- WHAT HAPPENS WHEN SOME CHOOSES TO MAKE A DISCLOSURE

What rights does someone have when they make a disclosure?

A person who chooses to speak to someone about what has happened to them has the right to:

- Choose who to speak to
- Feel safe
- Be listened to
- Be treated with respect
- Have their information treated confidentially

Confidentially- only shared with people who need to know to keep them safe

MAKING A DISCLOSURE

Who could someone talk to if they wanted to make a report about harmful behaviour?

What might happen next?

How might reporting help the person?

TASK ✓ Put your ideas into the flow chart

REPORTING- SUGGESTED ANSWERS

Who could someone talk to if they wanted to make a report about harmful behaviour?

Member of school staff or trusted adult
Police
Online reporting service (CEOP)
Friends/Family

What might happen next?

They might be asked to make a statement.
Investigation would take place
Abuser may be questioned by police
Person would be offered support

How might reporting help the person?

Feeling of safety and support
Things put in place to keep safe
End the harmful behaviours
Allow others to help

MAKING A DISCLOSURE

What types of ongoing support are available to someone who makes a disclosure?

Counselling or Therapy Intervention
Advice from services, charities or community groups
Legal representation
Pastoral support
Specialist support

HOW TO REPORT AT OUR SCHOOL

AT THIS SCHOOL WE ARE COMMITTED TO SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN AND YOUNG PEOPLE WHICH INCLUDES MENTAL HEALTH AND WELLBEING.

WE RECOGNISE THAT "CHILDREN HAVE THE RIGHT TO BE PROTECTED FROM ALL FORMS OF VIOLENCE (PHYSICAL AND MENTAL) AND THAT THEY MUST BE KEPT SAFE FROM HARM AND MUST BE GIVEN PROPER CARE BY THOSE LOOKING AFTER THEM."

IF YOU ARE FEELING WORRIED OR ARE WORRIED ABOUT SOMEONE ELSE YOU CAN SPEAK TO ANY ADULT IN THE BUILDING WHO WILL ENSURE THE CORRECT STEPS ARE TAKEN TO GET THE RIGHT SUPPORT.

WE ALSO HAVE A NUMBER OF STAFF WHO HAVE HAD EXTRA TRAINING AND FORM OUR SAFEGUARDING TEAM →

Seaford Head School is committed to safeguarding and promoting the welfare of children and young people and this includes their mental health and wellbeing. We expect all staff and volunteers to share this commitment. We recognise that *"Children have the right to be protected from all forms of violence (physical and mental). They must be kept safe from harm and they must be given proper care by those looking after them."* (United Nations convention on the rights of the child).

The Safeguarding Team Seaford Head School

Mr B Ellis Headteacher

Ms J Smith Designated Lead

Dr I Wallace Deputy Designated Lead

Mr E Southern Deputy Designated Lead

Mr S Whittaker Deputy Designated Lead

Mr R Handy Deputy Designated Lead

Ms L Kay Deputy Designated Lead

Mr J Waite Deputy Designated Lead

Mrs G Bauer Deputy Designated Lead

Mr J Dilley Governor for Safeguarding and Child Protection

All safeguarding leads (DL/DSL) can been contacted on: 01323 891623

WHAT HAPPENS WHEN YOU REPORT SOMETHING?

If an adult in school is concerned about your or someone else's safety there are specific things that they have to do.

After listening carefully to you or getting more information they will decide if any action is needed to **keep you safe**.

Members of staff cannot keep concerns a 'secret', but they will only be shared with specific people in school like the safeguarding team or those who need to be aware to keep people safe.

Depending on the concern this may be shared with someone at home, other specific members of staff or SPOA who includes Childrens Services, Social Care, Police and CAMHS.

Any contact is made specifically to ensure the **right support is given and people can be kept safe**.

All concerns and follow up actions are stored on a secure confidential system called CPOMS. This is so an accurate record is kept.

The lead DSL (or Deputy DSL) will support the adult to make sure the right actions are taken.

- SOMETHINGS NOT RIGHT LESSON PACK- HOME OFFICE

- STEP UP SPEAK UP ONLINE SEXUAL HARASSMENT LESSON PACK- CHILDNET

- SHARING NUDES AND SEMI NUDES ADVICE PAPER- DFE

- HARMFUL SEXUAL BEHAVIOURS BRIEFING- NSPCC

- TALKING TO YOUR CHILD ABOUT ONLINE SEXUAL HARASSMENT RESOURCE- CHILDREN'S COMMISSIONER

- NSPCC LEARNING- HTTPS://LEARNING.NSPCC.ORG.UK/

- CHILDNET- HTTPS://WWW.CHILDNET.COM/

- PSHE ASSOCIATION- HTTPS://PSHE-ASSOCIATION.ORG.UK/

- HTTPS://WWW.CSNETWORK.ORG.UK/EN/BEYOND-REFERRALS-LEVERS-FOR-ADDRESSING-HARMFUL-SEXUAL-BEHAVIOUR-IN-SCHOOLS

ACCESSING SUPPORT

Getting Support

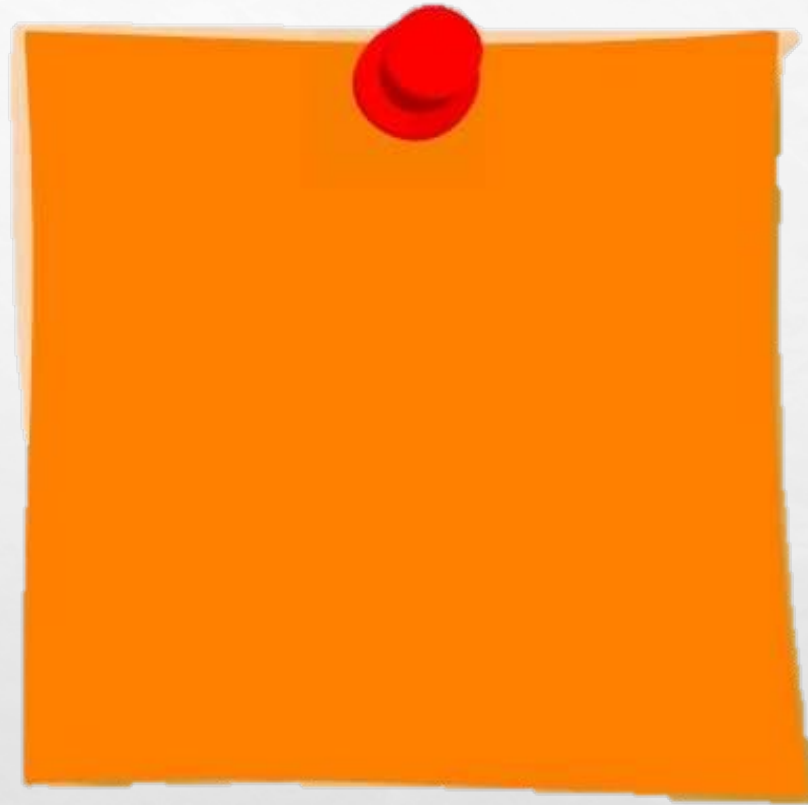| Support Type	Who/Where
Organisation	Childline www.childline.co.uk 0800 1111
Trusted adult in school	
Trusted adult outside of school	
Family or someone who you live with	
Friend	
Trusted website	
Self Help	

TASK ✔ Complete the table to identify who you could go to if you were experiencing harmful behaviours or needed support.

ASKING QUESTIONS