



The Chalfonts Community College

Child Sexual Exploitation (CSE) Policy

2023 -2024

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Statement of intent

Chalfont Community College (CCC) strives to ensure the safety and wellbeing of all students, at the College. In order to effectively achieve this, staff members at the school must safeguard and protect children against child sexual exploitation (CSE).

This policy outlines the school's procedures for preventing, managing and reporting cases of CSE.

The responsibilities of staff members in relation to safeguarding and protecting children are outlined, including those in relation to the Principal, DSL and the governing board.

In order to effectively implement this policy and ensure the necessary control measures are in place, parents are responsible for working alongside the school to identify concerns and potential risks, in order to ensure the health and safety of their children.

1. Legal framework

Legislation

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- Sexual Offences Act 2003
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- DfE (2023) 'Working Together to Safeguard Children'
- DfE (2023) 'Keeping children safe in education'
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2023) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Children Missing Education Policy
- Health and Safety Policy
- GDPR Policy
- Anti-Bullying Policy
- Equality Policy
- Online and E-Safety Policy
- Staff Code of Conduct
- Behaviour Policy

2. Definitions

2.1. CSE is defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity, for either, or both of the following reasons:

In exchange for something the victim needs or wants

For the financial advantage or increased status of the perpetrator or facilitator

Through violence or threat of violence.

2.2. A child can be being sexually exploited even if the sexual activity appears consensual.

2.3. Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice.

2.4. CSE:

- Can affect anyone under the age of 18, including 16 and 17-year-olds who can legally consent to having sex – some children may not realise they are being exploited, e.g. they believe they are in a genuine romantic relationship.
- Can take place in person, through the use of technology or a combination of the two.
- Can involve physical contact, including assault by penetration, e.g. rape or oral sex, or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing.
- Can involve non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse.
- Can involve force and/or enticement and may involve violence or threats of violence.
- Can occur without the child's knowledge (e.g. through other sharing videos or images of them on social media).
- Can be perpetrated by adult males or females, individuals or groups and in some cases other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.
- Can occur over time or be a one-off occurrence.
- Can be opportunistic or complex and organised.
- Normally involves a power imbalance in favour of the perpetrator. Age is the most obvious imbalance, but it can also be due to other factors such as gender, sexual

identity, communication ability, cognitive ability, learning difficulties, physical strength, status and access to economic or other resources.

2.5. If sexual gratification, or exercising power and control, is the only motive of the perpetrator, this would not normally constitute CSE, but will be responded to as a different form of child sexual abuse and dealt with in line with the Child Protection and Safeguarding Policy.

3. Roles and responsibilities

3.1. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play and all staff will undertake their responsibilities with due diligence to this policy and all safeguarding and child protection policies.

3.2. The governing body has a duty to:

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Facilitate a whole School approach to safeguarding, ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Guarantee that the school contributes to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children'.
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Ensure that a member of the governing body is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the principal or another governor.
- Guarantee that there are effective child protection policies and procedures in place together with a Staff Code of Conduct.
- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description.
- Appoint one or more deputy DSL(s) to provide support to the DSL and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s).
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the governing body itself, the SLT and DSL.

- Make sure that students are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.
- Guarantee that there are systems in place for pupils to confidently report abuse, safely express their views and give feedback, knowing their concerns will be treated seriously. These systems should be well promoted, easily understood and easily accessible.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Understand the local criteria for action and the local protocol for assessment and ensure these are reflected in the School's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that staff members have due regard to relevant data protection principles that allow them to share (and withhold) personal information.
- Ensure that there is a senior board level lead responsible for safeguarding arrangements.
- Make sure that students' wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual pupils.
- Guarantee that there are systems in place for students to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Put in place appropriate safeguarding responses for students who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risk of their disappearance in future.

3.3 The Principal has a duty to:

- Safeguard students' wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Provide staff, upon induction, with the Child Protection and Safeguarding Policy, Staff Code of Conduct, part one of the 'Keeping children safe in education' (KCSIE) guidance, the Behaviour Policy, the Children Missing from Education Policy, online safety training, and the identity of the DSL and any deputies.
- Use their professional judgement about the need to escort or supervise visitors to the school.

3.4 The DSL has a duty to:

- Understand and keep up-to-date with local safeguarding arrangements.
- Act as the main point of contact with the three safeguarding partners.
- Always be available for staff to discuss safeguarding concerns. NB. The School will determine what "available" means, e.g. it may be appropriate to be accessible via electronic means, such as on the phone or using video conferencing software.
- Make the necessary child protection referrals to appropriate agencies.
- Liaise with the Principal to inform them of safeguarding issues and ongoing enquiries.
- Liaise with the deputy DSL(s) to ensure effective safeguarding outcomes.
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Support staff members in liaising with other agencies and setting up inter-agency assessments where early help is deemed appropriate.
- Keep detailed, accurate and secure records of concerns and referrals.
- Secure access to CSE related resources and attend any relevant training courses.
- Ensure that staff members receive safeguarding training, including that in relation to CSE, on a regular basis

- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the College may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Ensure that child protection files are kept up to date, confidential and are stored securely.
- Ensure that a student's child protection file is copied when transferring to a new school.
- Keep cases of early help under constant review and refer them to the CSCS if the situation does not appear to be improving.
- Have a working knowledge of how LA's conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Be alert to the specific requirements of children in need, including those with SEND and young carers.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Work with the governing body to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensure the best educational outcomes by identifying at-risk students to the school and its staff, so that the relevant personnel understand each pupil's educational and welfare needs.
- Support teaching staff to identify the challenges that at-risk students may face and the additional academic support and adjustments they can make to support these pupils.
- Link with local safeguarding arrangements to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.
- Hold the details of the LA personal advisor and liaise with them as necessary.
- Understand when they should consider calling the police, in line with the National Police Chiefs' Council (NPCC) guidance.

- Understand the assessment process for providing early help and intervention.

3.5 Other staff members have a responsibility to:

Provide a safe environment in which pupils can learn by;

- Safeguard students' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Maintain an attitude of 'it could happen here'. In fact staff at CCC are reminded in actuality 'it does happen here' where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Be aware of the early help process and understand their role in it.
- Act as the lead professional in undertaking an early help assessment, where necessary.
- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Be confident of the processing conditions under relevant data protection legislation, including information which is sensitive and personal, and information that should be treated as special category data.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- Challenge senior leaders over any safeguarding concerns, where necessary.

4. Staff training

4.1. All Staff members will undergo safeguarding and child protection training at induction, which will be regularly updated as required, but at least annually or whenever there is a change in legislation.

4.2. Where appropriate, training sessions will be provided to parents in order to help combat CSE at all levels within the school community.

4.3. When planning training, the DSL and Principal will take the context of the school into consideration, ascertaining whether there are specific issues which need to be addressed as a priority.

4.4. During staff training, the following issues will be addressed:

- Warning signs and indicators of CSE
- The different forms of CSE
- Pupils most at risk of CSE
- Protecting and supporting students
- Procedures for reporting suspected cases of CSE
- Information sharing protocols
- Facilitating conversations with pupils and parents about CSE
- Online safety

4.5. Staff training will be updated on a regular basis, at the discretion of the DSL and Principal, ensuring that the information staff members have is up-to-date with sector developments.

4.6. Training will cover, at a minimum:

The issues surrounding sexual violence and sexual harassment.

- Contextual safeguarding.
- How to keep Previously Child Looked After (P-CLA) safe.
- Child criminal exploitation and the need to refer cases to the National Referral Mechanism.
- Online safety

4.7. The DSL and deputy DSL will undergo updated child protection training every two years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up-to-date with any developments relevant to their role.

4.8. All staff members will be trained to respond to concerns in ways that are:

- Child-centred.
- Developed and informed by the involvement of the child's family, where appropriate
- Responsive and pro-active.
- Relationship-based.

- Informed by an understanding of the complexities of CSE.

5. Indicators of CSE

5.1. Staff members will be aware of the students most at risk of being sexually exploited, including vulnerable students, excluded students and students with SEND.

5.2. All staff members are aware of the warning signs of CSE and will look out for the following indicators:

- Being secretive
- Acting withdrawn and isolated
- Unexplained gifts, money or new possessions
- Unexplained and/or regular school absences
- Staying out late or going missing for periods of time
- Consuming alcohol or drugs
- Acting hostile or aggressive
- Associating with gangs
- Displaying inappropriate sexualised behaviour beyond expected sexual development
- Developing relationships, particularly of a sexual nature, with a significantly older person
- Having older boyfriends or girlfriends
- Changing their physical appearance
- Changes in emotional well-being
- Acting in a defensive manner
- Lack of participation in education
- Becoming involved in petty crime
- Self-harming or displaying significant changes in emotional well-being
- Having physical injuries without plausible explanation
- Suffering from sexually transmitted infections or become pregnant
- Trying to conceal marks or scars on their body
- Refusing to uncover parts of their body
- Entering or leaving vehicles driven by unknown adults
- Having a lack of positive relationships

- Using the internet and social media in a manner which causes concern
- Associating with other young people involved in exploitation
- Misuse of drugs and/or alcohol

6. Effects of CSE

6.1. CSE can have long-lasting effects on a child and the school is committed to early identification in order to reduce these effects.

6.2. All staff members will be made aware of the effects and signs of CSE in order to aid early identification.

6.3. Staff members are aware that CSE can affect every aspect of a child's life, including, but not limited to, the following:

- Physical wellbeing
- Mental health
- Education
- Employment prospects
- Family relationships
- Social relationships, as children and as adults
- Their relationship with their own children in the future

7. Online safety

CCC will ensure that online safety is a running and interrelated theme whilst devising and implementing policies and procedures. At CCC we use Smoothwall, as an additional layer of our online safeguarding measures.

7.1. Online safety is embedded throughout the curriculum, with teaching always made appropriate to students' ages and developmental stages; however, it is particularly addressed in the following subjects:

- RSE
- Health education
- PSHE
- Citizenship
- Computing

7.2. The school recognises that a one size fits all approach to teaching safeguarding including online safety, may not be appropriate for all students. A more personalised or contextualised approach for more vulnerable students, victims of abuse and some SEND students may be needed.

7.3. Students are taught the underpinning knowledge and behaviours that can help them to navigate the online world safely and confidently regardless of the device, platform or app they are using.

The underpinning knowledge and behaviours students learn through the curriculum include the following:

- How to evaluate what they see online
- How to recognise techniques used for persuasion
- Acceptable and unacceptable online behaviour
- How to identify online risks
- How and when to seek support

7.4. CCC recognises that, while any student can be vulnerable online, there are some students who may be more susceptible to online harm or have less support from family and friends in staying safe online, e.g. students' with SEND, Child Looked After (CLA) and Previously Looked After Child (P-CLA) students. Relevant members of staff, e.g. the SENCO and designated teacher for CLA, will work together to ensure the curriculum is tailored so these pupils receive the information and support they need, and the DSL will be involved with the development of the school's online safety curriculum.

7.5. Through training, all staff members will be made aware of the following:

- Student attitudes and behaviours which may indicate they are at risk of potential harm online
- The procedure to follow when they have a concern regarding a student's online activity

7.6. Further information regarding the school's approach to online safety can be found in the Online and E-Safety Policy.

7.7. Where students need to learn online from home, CCC will support them to do so safely in line with the Pupil Remote Learning Policy and government guidance.

8. Consensual and non-consensual sharing of indecent images and videos

8.1. The school will ensure that staff are aware to treat the consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as youth produced sexual images) as a safeguarding concern.

8.2. The consensual and non-consensual sharing of indecent images and videos does not include the sharing of sexual photos and videos of under-18-year-olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

8.3. Sending and receiving sexually explicit messages or images is a serious offence and is often a primary method utilised by CSE offenders to communicate with victims.

- 8.4. The sharing of as youth produced sexual images will be handled as a child protection issue in line with the Child Protection and Safeguarding Policy.
- 8.5. As part of their training, staff members will be able to identify instances of sharing as youth produced sexual images and will be made aware of the necessary procedures to follow and the need to inform the DSL immediately if they are made aware of any such incidents.
- 8.6. The dangers of sharing as youth produced sexual images will be taught alongside CSE in the PSHE curriculum, in order to convey to students how the two are linked and why they are dangerous.
- 8.7. Students will be made aware that, regardless of age, the police consider the sharing of as youth produced sexual images amongst people under the age of 16 a criminal offence.
- 8.8. Parents will be informed via letters home and parent meetings about the dangers of sharing as youth produced sexual images and the appropriate safety measures to be implemented.

9. Relationships and sex education

- 9.1. Students will be taught about CSE in line with the school's Relationships and Sex Education Policy.
- 9.2. CSE will be addressed as part of a wider programme of work regarding relationships and sex education (RSE), as well as part of PSHE.
- 9.3. The school is dedicated to delivering these programmes of work with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.
- 9.4. The school understands that the teaching of some aspects of the programmes may be of concern to parents; therefore, parents will be involved in the curriculum planning process, ensuring that what is taught and how it is taught does not cause distress to parents or students.
- 9.5. Students will be made aware of the dangers of CSE, along with how to spot the signs and symptoms of CSE, through assemblies, posters and the curriculum.
- 9.6. The DSL will work in conjunction with the relationships and sex education coordinator to ensure that age-appropriate lessons are devised.
- 9.7. Teachers will consider the feelings of students who may have been traumatised by similar incidents in their past when teaching about CSE.
- 9.8. Sensitivity will be given to the age and cultural background of students.
- 9.9. Where possible, CSE education will build on existing topics that students may already be aware of.
- 9.10. Only age-appropriate topics will be taught.
- 9.11. Throughout every year group, age-appropriate resources, such as diagrams, videos, books, games, discussion and practical activities, will be used to assist learning.
- 9.12. Teachers understand that they may need to be more explicit and will adapt their planning of work in order to appropriately deliver the programme to pupils with SEND.

10. Working with parents

10.1. The school will ensure that parents:

- Understand the risks of CSE and recognise that the issue is something that could affect their child.
- Understand that CSE can occur both online and offline.
- Know the warning signs of CSE.
- Know how to report any concerns that they may have.
- Know where to go for support if their child has been the victim, or is the suspected victim, of CSE.
- Are reassured that a range of services will, as appropriate, work with them to try to protect their child.
- Can access support to manage the emotional impact of CSE on their child and themselves.
- Can access support that is tailored to their specific circumstances, e.g. support that recognises culture or faith.

10.2. Parents will be provided with the contact information of relevant services and outside agencies via the Principal's update, Safeguarding Newsletters and the school website.

10.3. Parents will be made aware of whom to report concerns to within the school, via information posted on the school website.

10.4. Parents' concerns will always be listened to and taken seriously.

10.5. Parents will be consulted regarding the content of students' RSE, including that in relation to CSE, and their views will be listened to and valued.

10.6. The school respects the legal right of parents to withdraw their child from all or part of the RSE programme, including that regarding CSE, except for the statutory parts included in the science national curriculum.

11. Reporting and referrals

11.1. If a member of staff has any concern about a child's welfare, or suspects that a student is at risk of, or has been the victim of CSE, they will act on them immediately by speaking to the DSL or Deputy DSL.

11.2. All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in the Child Protection and Safeguarding Policy. The DSL will provide staff members with clarity and support where needed.

11.3. Where staff have safeguarding concerns or an allegation is made about another member of staff, this should be reported to the DSL. If the concerns relate to the Principal, it should be reported to the Chair of Governors.

11.4. In all cases, the reporting and referral process outlined in the Child Protection and Safeguarding Policy will be followed accordingly.

11.5. If a student is in immediate danger, a referral will be made to CSCS and/or the police immediately.

11.6. When making a referral to CSCS or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

11.7. The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the students involved.

11.8. The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

11.9. Where a student has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.

11.10. The school will not wait for the start or outcome of an investigation before protecting the victim and other students: this applies to criminal investigations as well as those made by CSCS.

11.11. Where CSCS decide that a statutory investigation is not appropriate, the School will consider referring the incident again if it is believed that the student is at risk of harm.

11.12. Where CSCS decide that a statutory investigation is not appropriate and the School agrees with this decision, the School will consider the use of other support mechanisms, such as early help and pastoral support.

11.13. At all stages of the reporting and referral process, the student will be informed of the decisions made, actions taken and reasons for doing so. The School will ensure that the student's wishes are always taken into account, and that there are systems available for students to provide feedback and express their views.

11.14. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment – nor should a victim ever be made to feel ashamed for making a report.

11.15. Discussions of concerns with parents will only take place where this would not put the student or others at potential risk of harm.

11.16. The school will work closely with parents to ensure that the student, as well as their family, understands that the arrangements in place, such as in-school interventions, are effectively supported and know where they can access additional support.

11.17. All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded electronically (CPOMS) by the DSL and any paper (historic Safeguarding files) will be kept securely in a locked cabinet in the DSL's office.

11.18. When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the student feels like they are being listened to and believed.

11.19. All safeguarding and child protection concerns, including those in relation to CSE, will be dealt with in line with the procedures outlined in the school's policies, most notably the Child Protection and Safeguarding Policy.

12. Providing support

12.1. Staff members will undergo safeguarding training on an annual basis so that they can fully understand the needs of a student that has experienced CSE and provide effective support.

12.2. Staff members will build trusting relationships with students which reinforce positive relationships.

12.3. Students will be reassured that they can talk to staff members if they feel unsafe. All students should be able to identify at least three adults in the school who they feel like they could approach to talk to if they have a concern.

12.4. A listening culture within the school will be actively promoted by all staff members.

12.5. Pastoral support will be provided to students who have experienced CSE and frequent contact will be maintained in order to develop a trustworthy and consistent relationship.

12.6. Trained staff will provide students with advice on where and how to obtain confidential advice, counselling and treatment, as well as advice on emergency contraception and its effectiveness. Students can also be referred to the school's counselling team for further long-term support.

13. Monitoring and review

13.1. This policy is reviewed annually by the DSL and the Principal.

13.2. Any changes made to this policy by the Principal and DSL will be communicated to all members of staff and parents.

13.3. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

13.4. The effectiveness of this policy will be monitored and evaluated by all members of staff. Any concerns will be reported to the DSL immediately.

13.5. The next scheduled review date for this policy is July 2024.

Appendix 1: Useful Contacts and Links

For pupils

Think U Know

This website includes different sections designed for children and young people aged 5-7, 8-10, 11-13 and 14+, ensuring that children and young people are taught about CSE using the appropriate resources and terminology for their age. For more information, visit: <https://www.thinkuknow.co.uk/>.

CEOP

This national crime agency website can be used to make a report when a child is worried about online sexual abuse or the way someone has been communicating with them online. For more information, visit: <https://ceop.police.uk/safety-centre/>.

CSE the Signs

Within this website there is a specific section designed for teaching children about CSE, including in relation to spotting warning signs, developing healthy relationships, staying safe, getting help and busting CSE myths. For more information, visit: <http://csethesigns.scot/young-people/>.

For parents

Parents Protect!

A child sexual abuse awareness and prevention website created by the child protection charity Lucy Faithfull Foundation and Stop it Now! Campaign. This site provides information on CSE and where to get help, as well as a list of useful contacts. For more information, call 0808 1000 900 or visit: <https://www.parentsprotect.co.uk/home.htm>.

CSE the Signs

Within this website there is a specific section designed for parents regarding recognising the signs of CSE, keeping your child safe online and how to access help and support for your child. For more information, visit: <http://csethesigns.scot/parents/>.

Safe and Sound Group

This organisation fighting CSE has created a parent support resource pack providing various sources of useful information regarding supporting a child who is a victim of CSE. For more information, call 01332 362 120 or visit: <http://safeandsoundgroup.org.uk/help-support/parentscarers/parent-support-pack/>.

For teachers

Think U Know

This website includes a section specifically designed for teachers which provides information about CSE, advice about teaching children about CSE and a resource library with materials suitable for both primary and secondary aged children. For more information, visit: <https://new.thinkuknow.co.uk/professionals/>.

It's Not Okay

A CSE related website reinforcing the duty of school staff and the role that schools play in the protection of children and prevention of CSE. For more information, visit:
<http://www.itsnotokay.co.uk>.

Think U Know – Video resources

This CSE related website includes a video resources section which can be used to teach young people about child grooming, online safety and sharing information, such as images of a sexual nature. These resources are best suited for young people aged 12+. For more information, visit:
<https://new.thinkuknow.co.uk/professionals/>.

History

Date	Issue	Status	Comments
October 2022	1	New	
January 2024		Update	Dfe Document date changes
		Update	Terminology Changes from LAC to CLA