Child Sexual Exploitation and Young People
Introductions
Training Outcomes

• Increase awareness of the experiences of young people affected by child sexual exploitation (CSE)

• Identify vulnerabilities, behavior and risk indicators for young people experiencing or at risk of CSE

• Recognise opportunities for early intervention and ways of working with these young people

• Discuss safety planning tools for young people at risk or experiencing CSE

• Consider professional responses to CSE and support available
Learning Agreement

✓ Be respectful, challenge the statement, not the person
✓ Consider confidentiality, safeguarding and the rights of young people
✓ Mobiles/laptops off or silent
✓ We are discussing sensitive issues and you are encouraged to be responsible for your own participation.
✓ Interact, network and enjoy the training

Support and sign-posting is available at the end of this presentation
Diamond 9 Activity
We believe every young person should be given the opportunity to live free from exposure to gangs, exploitation and crime. At Safer London, we work tirelessly to make this happen.
Young men’s service

London Gang Exit

Mentoring

Empower

safer london
Housing & policy

Training & Consultancy

saferlondon
Definition
Young People’s Perspective

“It’s really hard when you trust someone completely with everything and you think they trust you with everything, and then they break that trust, by saying or doing horrible things to you or to people you love”

Safer London (Empower)
Young Women 2017

“It’s when you don’t know your choices, that other people have all the power ...”

“When children are used for sex”
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.
Knowledge Building
CSE Misconceptions
Victim Blaming – Language Matters

https://vimeo.com/159372082
CSE Thought Shower
MOPAC & NHS England commissioned London CSE Needs Assessment 2016:

- Peer on peer abuse accounts for 55% of all CSE cases in London and up to 85% in some boroughs
- Young women are the most affected
- Abuse often takes place outside the family home
- Young women experiencing CSE often reported as missing

68% of young people interviewed knew of young people being approached and filmed in shopping centres with sexual comments or judgements about them (baiting out skets) and uploaded without consent on to social media.

Safeguarding in public spaces: Safer London 2017
Online Grooming Stats

Over 7000 recorded sexual offences against children in past 3 years
44% had an element or started online including: Grooming, Rape, Sexual abuse, and sexual activity.

1 out of 4 involved under 13’s

File on 4: Online grooming
Sunday 18 June 2017
http://www.bbc.co.uk/programmes/b08tcg72

Snap chat was part of 1 in 5
2600 involved Facebook
70% were attributed to Facebook and its subsidiaries: Instagram and Whatsapp
Pyramid of Sexism

Murder

Sexual assault & rape

Physical Abuse

Verbal Abuse: Sexual harassment/ sexualised street harassment

Victim blaming, Victimisation, Pay gap, Unequal pay, Glass ceiling

Education: Gendered Expectations, Less funding, non-education of girls, unbalanced sports and media coverage

Objectification

Stereotypes/ language

Jokes
IT WAS JUST A JOKE! WHY DO YOU CARE?

SEXUAL VIOLENCE EXISTS IN A PYRAMID. YOUR JOKE CONTRIBUTES TO A CULTURE OF VIOLENCE!

MURDER

RAPE, SEXUAL ASSAULT, PHYSICAL, EMOTIONAL & FINANCIAL ABUSE

HARASSMENT, THREATS & VERBAL ABUSE

TRADITIONAL ROLES, GLASS CEILING, RIGID GENDER-BASED STEREOTYPES

SEXIST/HOMOPHOBIC/TRANSPHOBIC JOKES, PROBLEMATIC LANGUAGE, OBJECTION TO

Graphic by Ashley Fairbanks
BBC: Girl Gangs

Signs and Indicators
Mini Case Study Activity

- Trafficked
- Peer on Peer
- Older ‘boyfriend girlfriend’
- Opportunistic
- Familial
- Sexual Bullying
Vulnerability Factors

- Living in a chaotic or dysfunctional household
- History of abuse
- Living in residential care, hostel, B&B or being homeless
- Gang association either through relatives, peers, intimate relationships or neighbourhood
- Lacking friends from the same age group
- Attending school or are friends with young people who are sexually exploited
- Not engaging in education/training or employment
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families
- Learning disabilities
- Young carer
- Recent bereavement or loss
- Low self-esteem or self-confidence

OCC Inquiry CSEGG Interim Report, 2012
Jay: Losing Control

https://www.youtube.com/watch?v=XasNkfQ5AVM
Behavioural and Risk Indicators

- Older ‘boyfriend’
- Gang-involved male peers
- Missing from home or care
- Physical injuries.
- Drug or alcohol misuse
- Involvement in offending
- Repeat sexually-transmitted infections, pregnancy and terminations
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites
- Disclosures made then withdrawn
- Unexplained money or gifts and unexplained mobiles
- Absent from school
- Bullying in or out of school
- Change in physical appearance
- Recruiting others into exploitative situations
- Family involvement in sexual exploitation
- Poor mental health
- Self-harm or thoughts of/or attempts at suicide

CSEGG Inquiry, OCC Nov 2012
Impact
Using a Trauma Informed Approach

A trauma-informed approach includes:

1. Recognising the signs/symptoms of trauma
2. Acknowledging the impact of traumatic experiences
3. Actively seeking to avoid re-traumatisation
4. Integrating an understanding of trauma in organisational policy and practice.

This approach considers trauma in a holistic way; rather than viewing trauma as a clinical label or ‘condition’, it is understood as a common, expected outcome of exposure to dangerous and threatening circumstances.
Traumatic Events

- War or political violence, torture, trafficking
- Community Violence: Gang violence, Burglary, mugging, physical sexual assault, Hate crime, bullying
- Domestic violence, Abuse, sexual violence
- Sexual and/or physical abuse, CSE
- Witnessing or being in a serious accident
- Serious injury, major surgery, life threatening illness
- Sudden, unexpected or violent death of someone close to you (murder, suicide)
- Natural disasters
Impact of Trauma

- Physical
- Emotional
- Cognitive
- Interpersonal
- Behavioural
## Impact of Trauma

### Physical
- Sleep problems
- Gastro-intestinal problems (IBS)
- Impaired immune system
- Chronic fatigue syndrome
- Asthma
- Migraines

### Emotional
- Mood swings
- Hopelessness
- Fear
- Anger
- Hypersensitivity/Preoccupation with danger

### Cognitive
- Diminished concentration
- Self blame
- Flashbacks
- Nightmares
- Fragmented memory/recall problems
# Impact of Trauma

**Interpersonal**
- Withdrawn
- Difficulties with trust
- Problems relating to people
- Lack of interpersonal boundaries
- Isolation and sense of alienation
- Intolerance

**Behavioural**
- Self harming
- Suicidal ideation/activation
- Risky sexual behaviour
- Impulsive/aggressive behaviour
- Irritable
- Impatient
Impact of Words Activity
Professional Response
National guidance/legislation: Working together, Children's act, Sexual offences act and Safeguarding children from gangs

Pan London protocols and procedures e.g. London CP procedures and Pan London CSE operating protocol

Local processes, policies and MASH thresholds

Individual agency's safeguarding policy

CSE Responses
Safety Planning
Safety Planning Principles

✓ Empower young person to identify possible risks
✓ Include internal and external safety
✓ Develop understanding of safety
✓ Responsibility with the perpetrator
✓ Never assume you know what is best
✓ Recognise existing strategies being used
✓ Actions that young people can take themselves
✓ Realistic actions easily implemented, and tailored to individual
✓ An ongoing discussion
Suggested Activities

Toolbox
Reporting

Snapchat

Instagram

Twitter

Whatsapp
Protective Factors

- Knowledge of healthy relationships
- Strong self-esteem
- Awareness about consent

“A person consents if he/she agrees by choice and has the freedom and capacity to make that choice”

Section 74 Sexual Offences Act: 2003

- Awareness and trust in support services
Consent and Healthy Relationships
Vicarious trauma is an aspect of any profession that involves caring for others, but can be much more acute for professionals who work with traumatised children.

Empathising with clients and service users is an essential part of this role but it means taking on board some of the trauma experienced by those that they are working with.

To remain effective and to get the best possible outcomes for traumatised children it is essential to make sure that professionals have access to the help and support that they need to protect themselves.
Pledges

Implementing what I have learnt in today’s training:
I will..........

This evening for self care after today’s training:
I will........
Further Reading

✓ If it’s not better, it’s not the end: Inquiry into Child Sexual Exploitation in Gangs and Groups 1 year On (OCC Feb 2015)

✓ Female Voice in Violence Final Report: This is it, this is my Life (ROTA 2011)


✓ Safeguarding children affected by Gang Activity and/or serious youth violence (LSCB 2010)

✓ Safeguarding Children and Young People from Sexual Exploitation (DCSF 2010)

✓ MET CSE Protocol

✓ Teenagers at Risk: The Safeguarding needs of Young People in Gangs and Violent Peer Groups (NSPCC 2009)

✓ Unless otherwise referenced, photos used in this presentation are from www.pexels.com
Links

• PACE: Parents against Child Sexual Exploitation

• CEOP Child Exploitation and Online Protection Centre
  [http://www.ceop.police.uk/](http://www.ceop.police.uk/)
  [https://www.thinkuknow.co.uk/](https://www.thinkuknow.co.uk/)

• Disrespect Nobody: [www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk)


• NSPCC: [http://www.nspcc.org.uk/](http://www.nspcc.org.uk/)

Unless otherwise referenced, photos used in this presentation are from [www.pexels.com](http://www.pexels.com)
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