

# *Introduction to Child Exploitation*

*What do professionals need to know?*

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# Objectives

**Participants will have an understanding of;**

- ▶ The definition of Child Sexual Exploitation (CSE)
- ▶ Policy and procedures currently in place, and the aims
- ▶ 3 Ps model
- ▶ What good practice looks like and system failings
- ▶ Abuse Models of CSE
- ▶ Groups of Vulnerable Young People
- ▶ Warning signs of CSE
- ▶ CSE risk assessment tools
- ▶ Introduction to perpetrator behaviour
- ▶ Referral process
- ▶ Be confident in your practice and remember “Roles and Responsibilities”

CHILD SEXUAL EXPLOITATION

**HELP STAMP**

**IT OUT!**



Shatter  
the  
Silence

# How should sexually exploited young people be supported?

**Speak up for them**  
To other professionals,  
their family or in meetings

**Make plans with them**  
Identify their strengths  
Use their ideas

**Give advice to professionals**  
Like social workers, police,  
residential workers

**Care for them**  
Worry about them  
Encourage and  
support them



**Be there for them**  
Regularly ring them/  
meet them/  
text them

**Understand their needs**  
Find out what they need  
Find out what their problems are  
Talk about how to meet their needs

**Reduce the risk**  
Choose strategies they can use to stay safe  
Make and support them with sexual health and  
other important appointments  
Give them information

**Listen to them**  
Give them counselling  
Don't judge them  
Have their own worker  
at a specialist service

# New DfE CSE Definition 2017

- ▶ **The definition of child sexual exploitation is as follows:**
- ▶ *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.*

# The grooming line



## Targeting stage

- Observing the child/ young person
- Selection of child/ young person
- Befriending – being nice, giving gifts, caring, taking an interest, giving compliments, etc
- Gaining and developing trust
- Sharing information about young people between other abusive adults

## Friendship forming stage

- 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 relationship stage

- Being their boyfriend/girlfriend
- Establishing a sexual relationship
- Lowering their inhibitions – 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 relationship stage

- Becomes an 'unloving' sexual relationship
- Withdrawal of love and friendship
- Reinforcing dependency on them – stating young person is 'damaged goods'
- Isolation from family and friends
- Trickery and manipulation – 'you owe me'
- 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

# *Policy & Procedures*

- ▶ Missing children from Home, Care and Education Joint Protocol
- ▶ The London CSE Operating Protocol 2021
- ▶ London CP Procedures, CSE
- ▶ Working Together 2018
- ▶ Safeguarding Children/young people from sexual exploitation 2009

# *Aims of the policies*

- ▶ To identify those children/young people at risk of being sexually exploited.
- ▶ To work together to ensure the safeguarding and welfare of children/young people who are being, or at risk of being sexually exploited.
- ▶ To provide timely and effective interventions with children and families to safeguard those vulnerable to sexual exploitation
- ▶ To apply pro-active problem solving to address the risks associated with victims, perpetrators and locations and ensure the safeguarding and welfare of children/young people who are or may be at risk from sexual exploitation.
- ▶ To take action against those intent on abusing and exploring children/young people by prosecuting and disrupting perpetrators.
- ▶ To raise awareness and provide preventative education for the welfare of children/young people who are, or may be, sexually exploited.



# *Prevention, Protection & Prosecution*

## *3P's model*

Recent progress in relation to CSE prevention and response is;

- ▶ a victim led approach
- ▶ a child protection response which includes support for victims and their families
- ▶ securing prosecutions using a joint investigation approach

Figure 4: Essential foundations for good practice

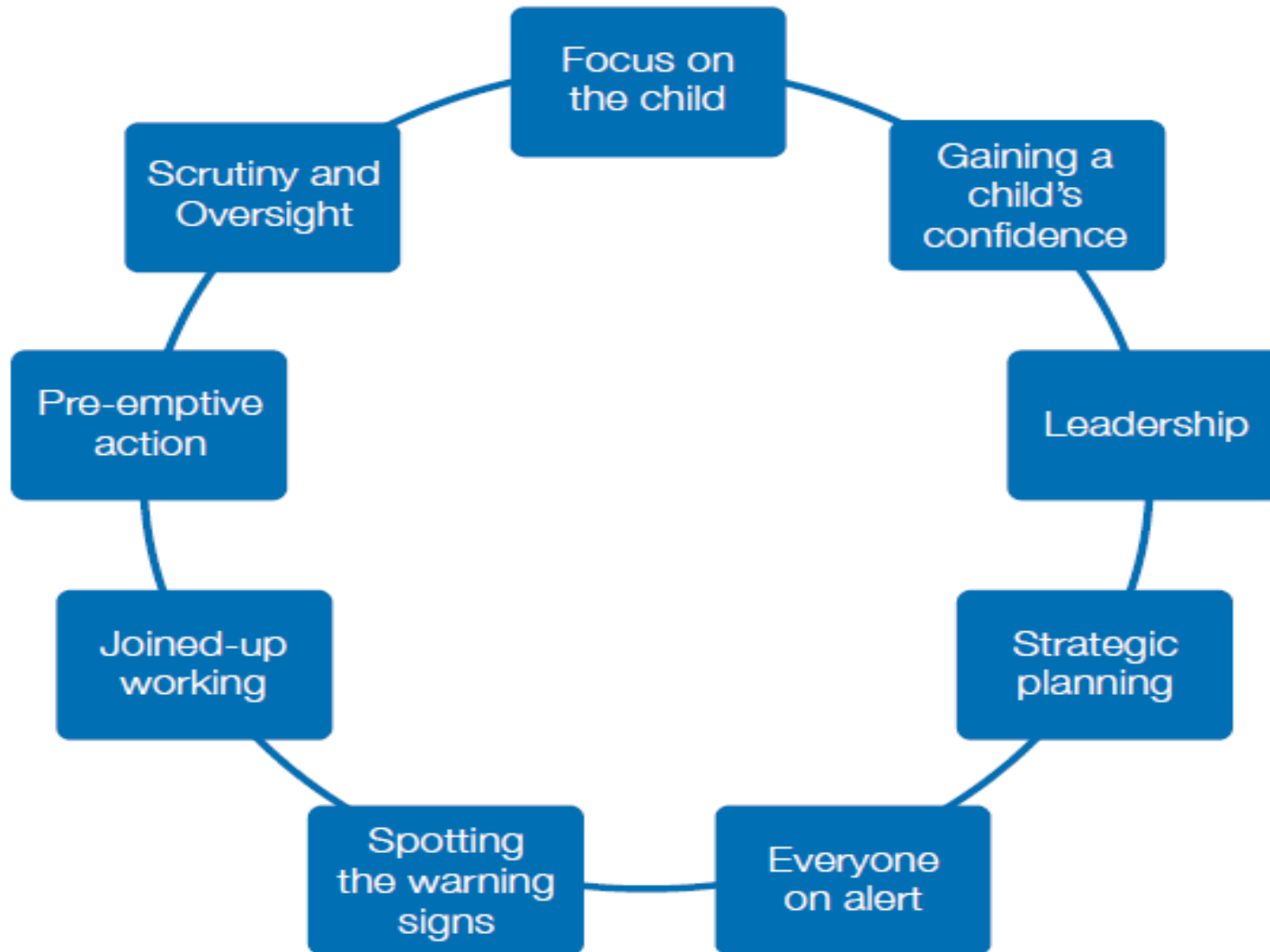
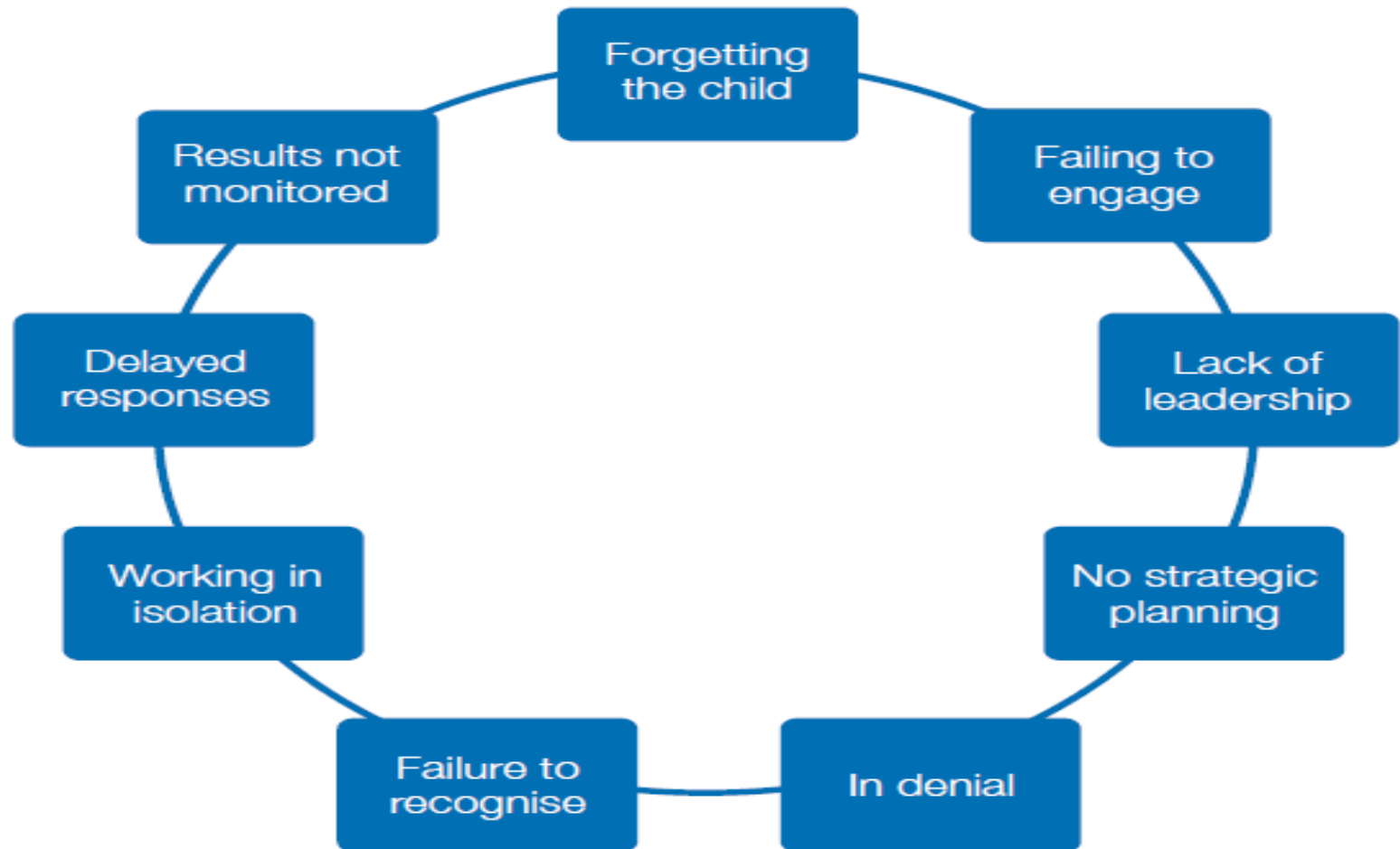
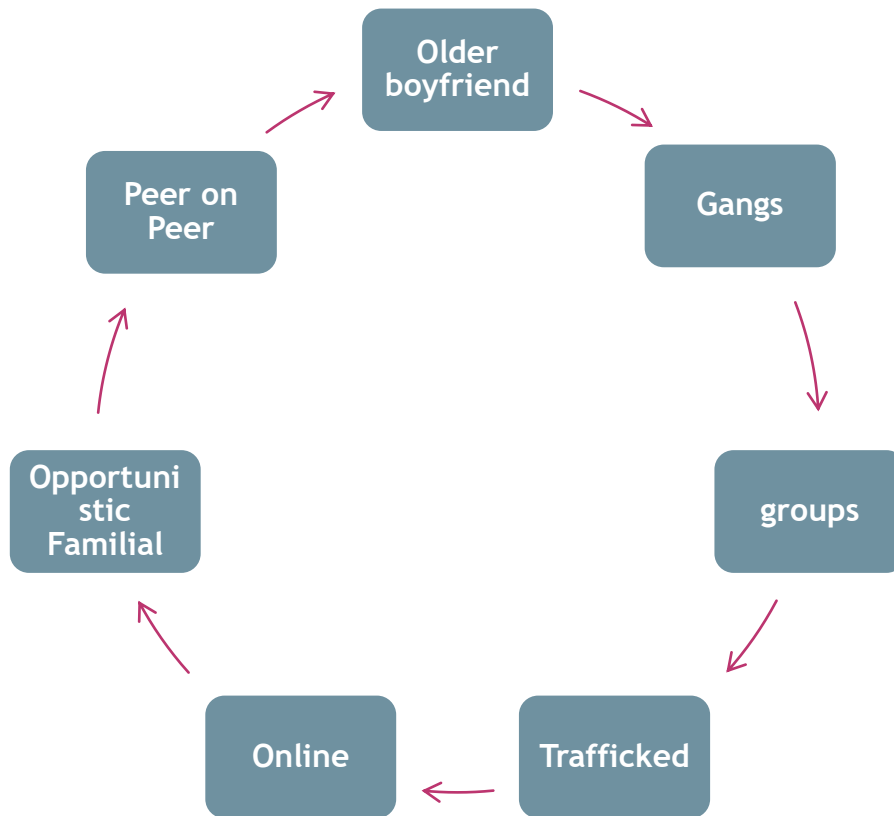


Figure 3: System failings



# Abuse Models of Child Exploitation



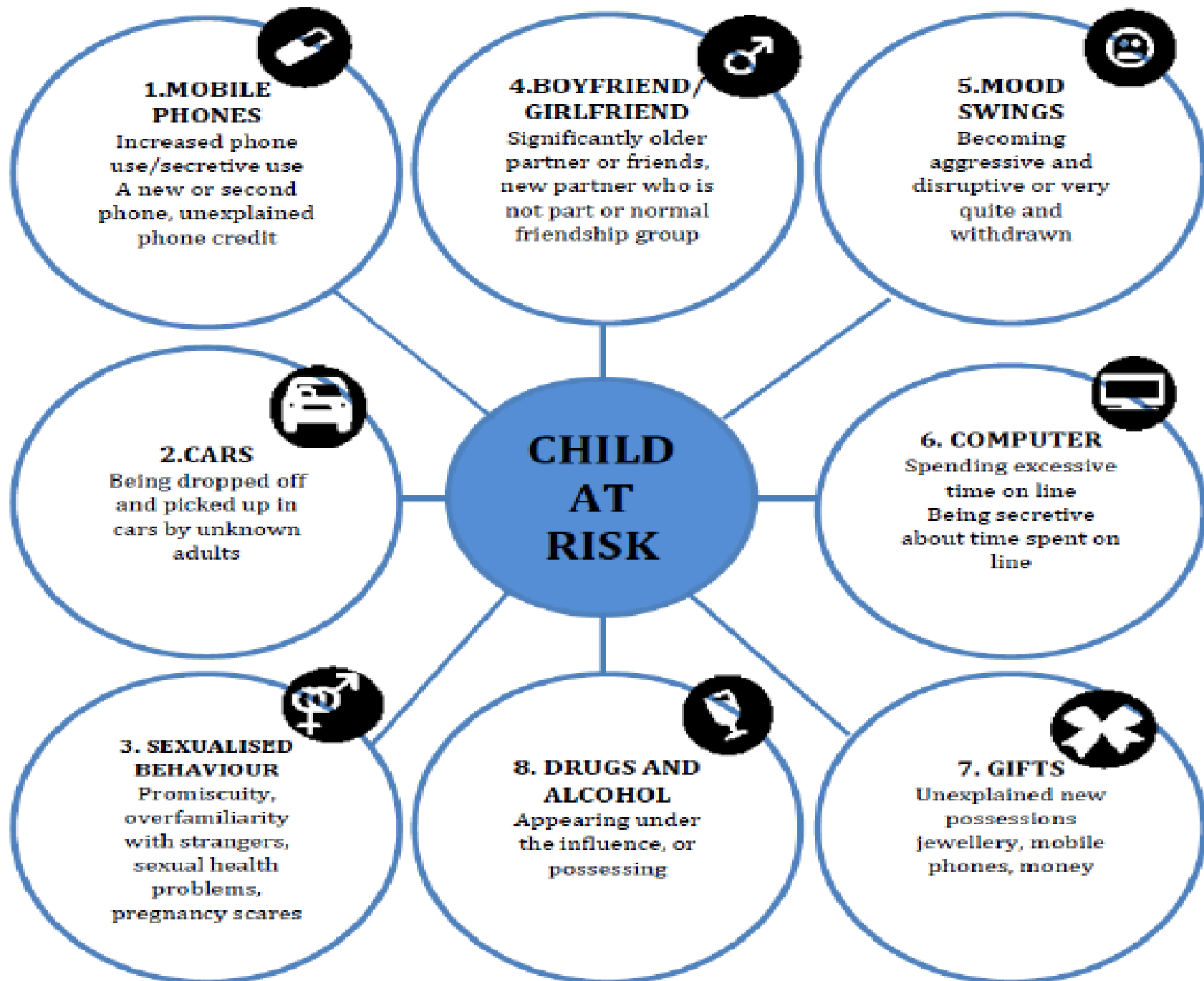
## *Groups of Vulnerable Young People*

- ▶ 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
- ▶ Not 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
- ▶ Missing

# *CSE Risk Assessment Tools*

- ▶ SAFEGUARD tool
- ▶ CSE Operating Protocol 2021
- ▶ VOLT model
- ▶ VIPA model

# Warning Signs For Identifying Possible Exploitation



# S.A.F.E.G.U.A.R.D

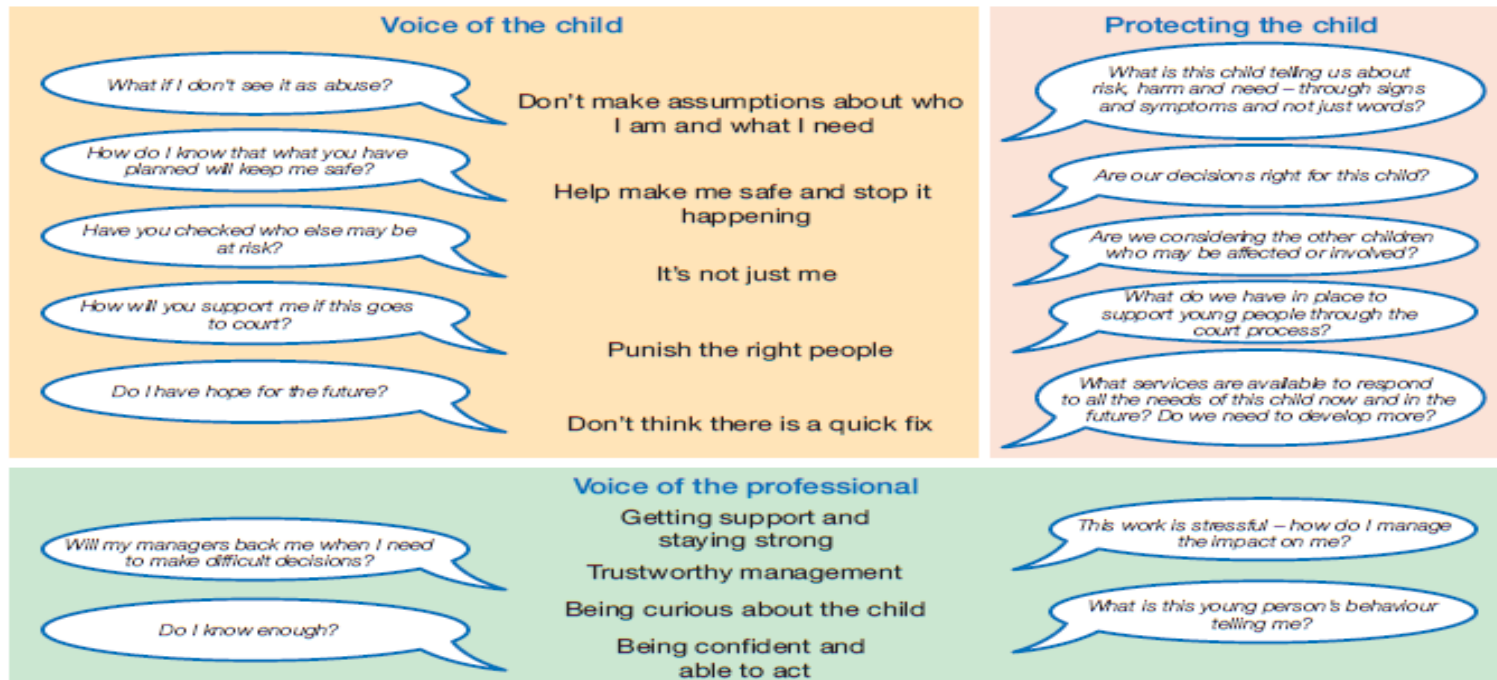
- ▶ **S**exual health and behaviour concerns
- ▶ **A**bsent from school or repeatedly running away
- ▶ **F**amilial abuse and/or problems at home
- ▶ **E**motional and physical condition
- ▶ **G**angs, older age groups and involvement in crime
- ▶ **U**se of technology and sexual bullying
- ▶ **A**lcohol and drug misuse
- ▶ **R**eceipt of unexplained gifts or money
- ▶ **D**istrust of authority figures

*(Pan-London Child Sexual Exploitation Operating Protocol – June 2021)*



# See me, Hear me

**See Me, Hear Me**  
A Framework for protecting children  
Figure 10: Getting the focus right

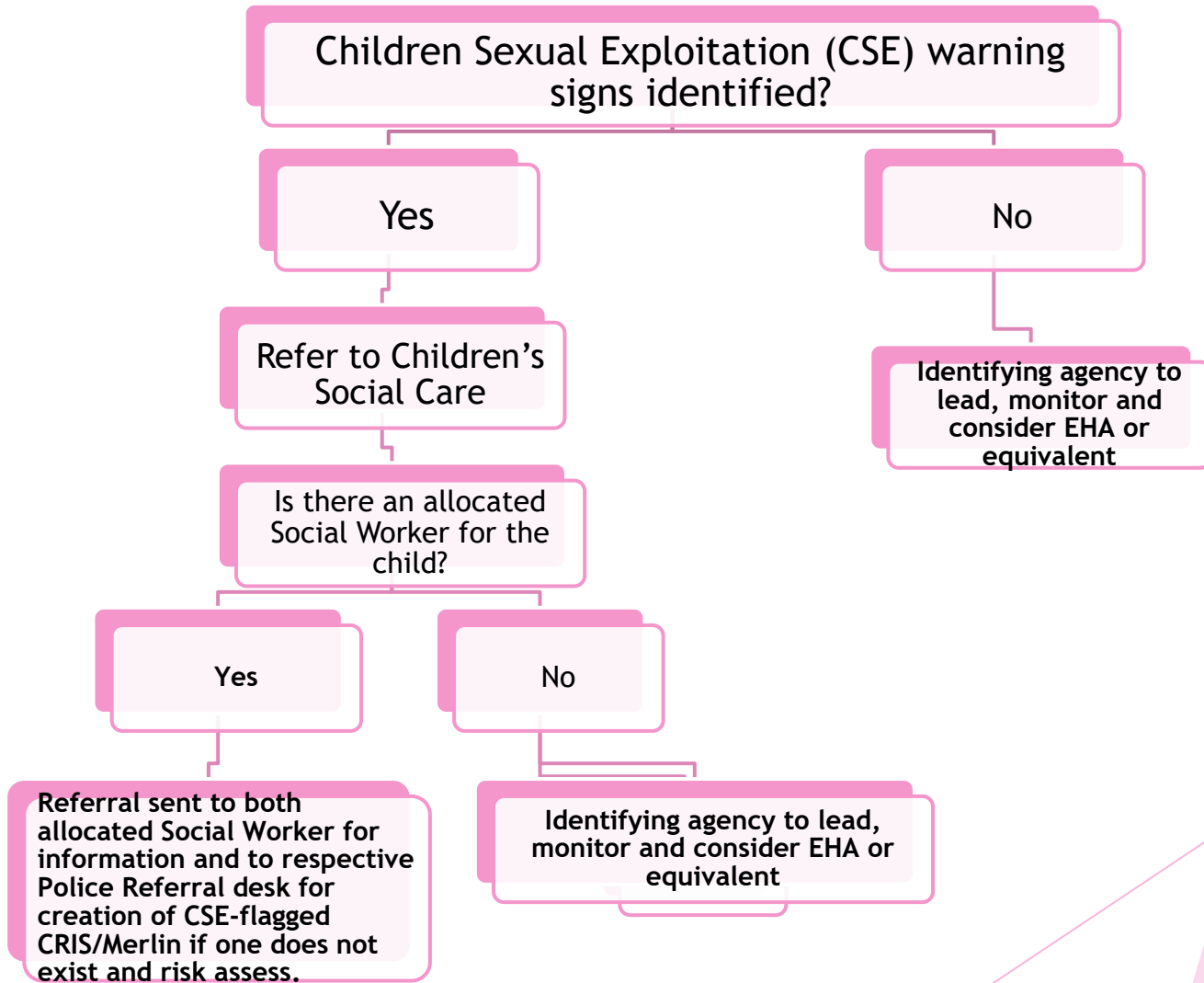


Underpinned by: Children Act 1989, UNCRC Articles 9, 12, 19, 24, 34, 39.  
Seven Principles: 1) The child's best interests must be the top priority. 2) Participation of children and young people. 3) Enduring relationships and support. 4) Comprehensive problem-profiling. 5) Effective information-sharing within and between agencies. 6) Supervision, support and training for staff. 7) Evaluation and review.

# *Introduction to Perpetrator Behaviour*

- ▶ **V** - violence
- ▶ **I** - intimidation
- ▶ **P** - persuasion
- ▶ **A** - aggression

# Multi-Agency Referral Pathway



# *Roles & Responsibilities*

- ▶ Remember it is your personal and professional role and responsibility to report a concern of Child Sexual Exploitation.
- ▶ This may be in respect of a potential victim or subject of concern.
- ▶ It is better to say something, than nothing at all.
- ▶ Ask those curious questions
- ▶ By working together we can help to *“Shatter the silence”*

# Case Studies



*Any Questions?*

Thank you for listening and  
participating.

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