

Child Sexual Exploitation: Structured Guide for Strength and Concern Discussion

Child Sexual Exploitation Definition WAG Guidance 2019

<p>Is a form of Sexual Abuse</p>	<p>That can include sex or any form of sexual activity with a child; the production of indecent images and/or any other indecent material involving children.</p>
<p>Involves a child</p>	<p>It occurs to those up to the age of 18 years old.</p>
<p>Involves some form of exchange</p>	<p>The exchange can include the giving or withdrawal of something; such as the withdrawal of violence or threats to abuse another person.</p> <p>There may be a facilitator who receives something in addition to, or instead of the child who is exploited.</p> <p>Children may not recognise the exploitative nature of the relationship or exchange. Children may feel that they have given consent.</p>

Identifying and reporting Child Sexual Exploitation (CSE)**

Prompt for practitioners:

- *This prompt provides some information to assist in the consistent identification of CSE. When considering risk of CSE it is crucial that a **child-centred approach** which considers the **holistic needs** of the child is taken. **Risk management should only be one element** of the response to children's care and support needs where CSE is a concern.*
- *Everyone who works with children **should be alert to the signs** that a child is being sexually exploited and understand **their duty to report a child at risk**. Speak to your manager or safeguarding lead about any concerns you have and make a **child protection referral** to your local authority Social Services. If you suspect a child is at **immediate risk of harm you should phone the Police on 999**.*

Physical signs; bruising, unexplained injuries, sexually transmitted diseases.

Emotional signs; withdrawn, extreme mood changes, angry, self-harm, suicidal, disengaged.

Material signs; mobile phone/technological equipment, clothing/footwear, regularly under the influence of alcohol or drugs, in possession of money, **when** there is no reasonable explanation for how they have attained or paid for these things.

Behavioural signs; secretive, periods of going missing, getting in or out of cars driven by unknown adults, described as out of control or as having risky behaviour by their family, carers or by practitioners, concerns about the way in which the child uses their mobile phone or the internet.

Structured Guide to Inform CSE strength and need discussion

Name:

Age:

Referral Concern:

Area being considered		
Prompts	Strength	Concern
Physical signs		
Emotional signs		
Material signs		
Exposure to Child Sexual abuse		
Behavioural signs		

Area being considered		
Trauma and Abuse History	Strength	Concern
Exposure to Child Sexual abuse		
Exposure to Domestic Abuse		
Exposure to Physical harm		
Exposure to Neglect		
Exposure to Emotional Harm		
Other Trauma experiences		
Child has received support to recover from the impact of known trauma and/ or abuse		
Emotional health, wellbeing and development	Strength	Concern
Child has own strategies in place to manage emotionally charged situations or feelings. (can regulate self without support)		

External supports for co-regulation are recognised, in place, implemented and accepted		
Child has the ability to be compassionate to themselves and others		
Child is able to see things from another's point of view		
Child is described as impulsive by others/self		
Child is described as withdrawn or self isolates		

Area being considered		
Sexual development and beliefs	Strength	Concern
Child's level of sexual knowledge is in line with others their age		
Child holds problematic norms about sex and relationships		
Child has sense of hope and skills necessary to have a healthy sexual future		
Concerns relating to sexualised behaviour have existed but not been addressed or support provided for the child in prepubescence		
Social Development	Strength	Concern
Child has one or more close positive friendships with peers		
Child has skills to form relationships and to maintain them		
Child has one or more hobbies/interest, valued by others		
Child or those caring for them describes the child as socially and /or emotionally lonely		
Childs social networks primarily exist in the digital world		

Child has age appropriate relationships (including romantic and friendships)		
Child is engaged in age appropriate activities'		
Family history and identity	Strength	Concern
Child resides in a safe and stable environment		
Child has a positive sense of belonging to their family/carer		
Parental/carer warmth and encouragement is present		
Cohesion and care within the family is present		
Close relationship with caring adult within immediate or extended family is evident		
Close relationship with an appropriate adult is evident		
Area being considered		
Family history and identity	Strength	Concern
Parents/carers have positive sense of belief in the child		
Non blaming approach to the child is taken by parents/carers/other adults		
Parent/carer has support in place to meet any needs identified		
Responses to the child by parents/carers/others are with developmental awareness		
Child's sense of self and esteem is positive/in line with others their age		
Behavioural development	Strength	Concern
Behaviours that indicate expression of despair or coping strategies are present		
Other behavioural concerns and/ or unmet needs are present		

Child or those caring and supporting them describe being fearful or threatened by others generally or specific individuals		
Child has been subject to criminalisation or is engaging with youth justice services on a voluntary basis		
Educational achievements and relationships	Strength	Concern
Child is in full time education/training/employment and is attending regularly		
Child is achieving within capabilities		
Child is a valued member of the school community		
Child has relevant support networks in place to succeed		

Area being considered		
Safeguarding and Protection	Strength	Concern
Safeguarding needs exist in the family		
Safeguarding needs exist in the community		
Safeguarding concerns exist across a range of contexts		
Services to reduce concern are in place and child/family are engaging with them		

Analysis of Strengths and Concerns:

Recommendations to reduce concerns and increase strengths:

- **Child**
- **Family (including needs of siblings)**
- **School**
- **Peers**
- **Community**

- **Digital World**
- **Referral agency and other involved Professionals**