

# Child Sexual Exploitation

**A raising awareness session for parents and carers**

**Thursday 19<sup>th</sup> October 2023**

## The independent inquiry into child sexual exploitation in Telford

Telford & Wrekin Council commissioned and funded the independent inquiry into non-recent child sexual exploitation in 2018.

The independent inquiry looked at practices dating back to 1989, as well as practices dating from when Telford & Wrekin Council was created in 1998.

### The findings of the inquiry

In July 2022 the independent inquiry, led by a former High Court Judge and expert panel published its report. The inquiry chair endorsed our progress since 2016 and we immediately accepted all of the recommendations, many of which were already being delivered.

We also announced we would be working with leading campaigners, with lived experience of child sexual exploitation, to implement the recommendations alongside our partners in police and health.



### Joint Child Sexual Exploitation Review Group - annual report July 2023

This report is the first annual report produced by the Joint Child Sexual Exploitation Review Group. Its development has strengthened collaborative work between Telford & Wrekin Council, West Mercia Police, Shropshire, Telford & Wrekin ICB and the Office of the West Mercia Police and Crime Commissioner focused on sharing information and data.

# Review into Child Sexual Exploitation in Telford

[CSE Telford Inquiry](#)

# 47 recommendations made - these include:

A CSE lead identified in every school - Jo Weichlbauer (Headteacher)

Site audits in place for CSE

Reporting systems in place for CSE

Information sessions for parents in the Autumn term of 2023

A curriculum which educates children to keep them safe

# Raising awareness for parents and carers:

## Support for victims and their families

### Child sexual exploitation focused services

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#### The Holly Project

If you are a victim of child sexual exploitation, then please get in touch with The Holly Project! We are child sexual exploitation survivors. We understand you!



#### PACE

A national charity working to keep children safe from exploitation by supporting their parents, disrupting the offenders and working in partnership with police and family services.



#### The Children's Society

The Children's Society are a national charity working to transform the hopes and happiness of young people facing abuse, exploitation and neglect.



#### Axis

A free and confidential counselling service to those in Shropshire and Telford & Wrekin who have suffered childhood sexual, physical or emotional abuse.



#### BEAM

An emotional health and wellbeing drop-in service for young people under 25 years old who are registered with a GP in Shropshire, Telford or Wrekin.

# What is Child Sexual Exploitation?



The screenshot shows a webpage with a red header. On the left is the Telford & Wrekin Co-operative Council logo and name. To its right is the slogan "Protect, care and invest to create a better borough". Further right are navigation links: "My Telford", "A to Z", "Contact", "Latest news", "Translation", and "Access to services". Below the header is a breadcrumb trail: "Home > Children and young people > Safeguarding children > Child sexual exploitation (CSE) > What is child sexual exploitation (CSE)". The main content area has a heading "What is child sexual exploitation (CSE)" followed by three paragraphs of text. The first paragraph defines CSE as a form of modern slavery. The second paragraph lists various tactics used by exploiters. The third paragraph discusses online abuse. At the bottom, there is a red underlined heading: "If you are worried about a child or young person you must report it!".

**Telford & Wrekin Co-operative Council** | Protect, care and invest to create a better borough

My Telford | A to Z | Contact | Latest news | Translation | Access to services

Home > Children and young people > Safeguarding children > Child sexual exploitation (CSE) > What is child sexual exploitation (CSE)

## What is child sexual exploitation (CSE)

Child sexual exploitation is a type of modern slavery when a male or female under 18 is sexually exploited for the benefit or gain of someone else. Benefit or gain can come in many forms such as increased social status or financial gain. Some victims are also trafficked for the purpose of exploitation.

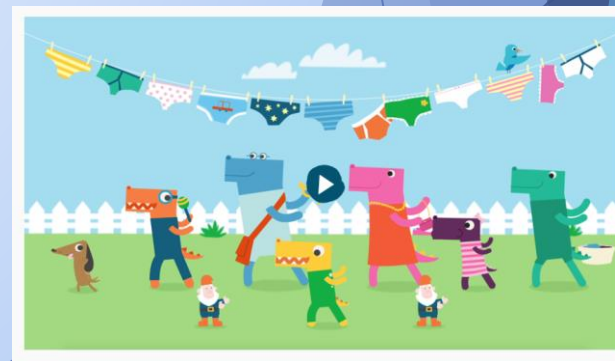
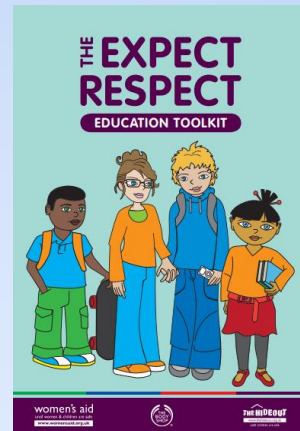
Multiple tactics are used to exploit the child such as 'grooming' which is when the victim is given something, such as food, accommodation, drugs, alcohol, cigarettes, affection, gifts or money in return for performing sexual activities or having sexual activities performed on them. Other methods include violence, bullying and intimidation, with threats of physical harm or humiliation.

Abusers are increasingly using the internet to target vulnerable children. It can happen across any device that's connected to the web, like computer consoles, tablets, mobile phones and smart speakers.

Children can be at risk of online abuse from people they know or from strangers. It might be part of other abuse which is taking place offline, like bullying or grooming.

**If you are worried about a child or young person you must report it!**

# How our curriculum supports positive relationships and choices....




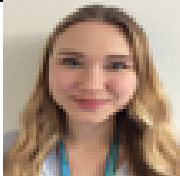
Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 6-7</b>	<p>Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings</p> <p>I can explain why my behaviour can impact on other people in my class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p>	<p>Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends</p> <p>I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p> <p>I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</p>	<p>Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success</p> <p>I can explain how I played my part in a group and the parts other people played to create an end product.</p> <p>I can explain how our skills complemented each other.</p> <p>I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p>	<p>Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p> <p>I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p>Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p> <p>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition</p> <p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.</p> <p>I can explain why some types of touches feel OK and others don't.</p> <p>I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.</p>
<b>Ages 7-8</b>	<p>Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p> <p>I can explain how my behaviour can affect how others feel and behave.</p> <p>I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p>	<p>Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</p> <p>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.</p>	<p>Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing Feelings Simple budgeting</p> <p>I can explain the different ways that help me learn and what I need to do to improve.</p> <p>I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p>Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices</p> <p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services.</p> <p>I can express how being anxious/ scared and unwell feels.</p>	<p>Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends</p> <p>I can explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p>	<p>How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p> <p>I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	<p>Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behavior</p> <p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p>	<p>Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First Impressions</p> <p>I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>I can explain why it is good to accept myself and others for who we are.</p>	<p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p> <p>I can plan and set new goals even after a disappointment.</p> <p>I can explain what it means to be resilient and to have a positive attitude.</p>	<p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and Animals</p> <p>I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p> <p>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.</p>
<b>Ages 9-10</b>	<p>Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, Participating</p> <p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p>	<p>Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures</p> <p>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	<p>Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p> <p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behavior</p> <p>I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>I can summarise different ways that I respect and value my body.</p>	<p>Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules</p> <p>I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition</p> <p>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.</p> <p>I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</p>



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<p><b>Ages 10-11</b></p>	<p>Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice <b>Anti-social behavior</b> Role-modelling</p> <p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>	<p>Perceptions of normality Understanding disability <b>Power struggles</b> <b>Understanding bullying</b> Inclusion/exclusion Differences as conflict, difference as celebration Empathy</p> <p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>	<p>Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements <b>Compliments</b></p> <p>I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p>	<p>Taking personal responsibility <b>How substances affect the body</b> <b>Exploitation, including 'county lines' and gang culture</b> <b>Emotional and mental health</b> Managing stress</p> <p>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>	<p>Mental health Identifying mental health worries and sources of support <b>Love and loss</b> <b>Managing feelings</b> <b>Power and control</b> <b>Assertiveness</b> Technology safety Take responsibility with technology use</p> <p>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p>	<p>Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction <b>Respect and consent</b> <b>Boyfriends/girlfriends</b> <b>Sexting</b> Transition</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>

# Leading Safeguarding within school....

Our safeguarding team		
<p>Lead Designated Safeguarding Lead</p> <p>Designated teacher for looked-after (all authorities other than Telford and Wrekin), previously looked after children and children with a social worker.</p> <p>Online Safety Lead</p>	Kirsty Stewart	
<p>Deputy Designated Safeguarding Lead</p> <p>Children absent from Education Lead.</p> <p>CSE Lead</p>	Jo Weichlbauer	
<p>Deputy Designated Safeguarding Lead</p> <p>Designated teacher for looked-after (Telford and Wrekin), previously looked after children and children with a social worker.</p>	Stuart Clarke	
<p>Deputy Designated Safeguarding Lead</p>	Laura Barton	
<p>Deputy Designated Safeguarding Lead</p>	Beth Ellis-Lowe	

Deputy Designated Safeguarding Lead	Kathy Penny	
Deputy Designated Safeguarding Lead	Charlotte Evans	
Deputy Designated Safeguarding Lead	Kerry Piper	
Safeguarding Governor/Prevent Governor	Nicky Brown	