

Child Sexual Exploitation: Conference Workshop

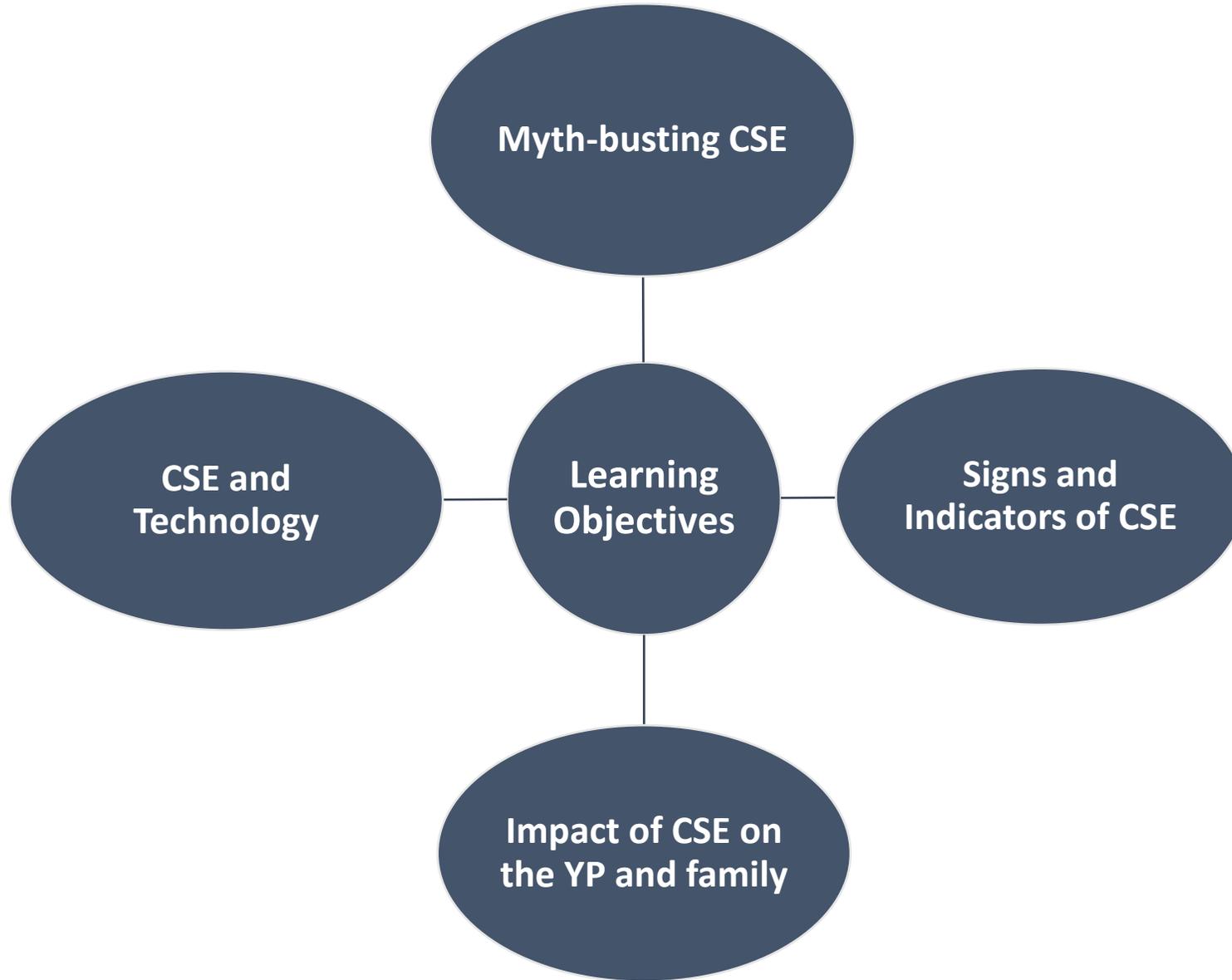
Developed for: Somerset LSCB

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Trainer

justWhistle,
to help others in the fight against child sexual exploitation.



Objectives



What is Child Sexual Exploitation?

Exercise 1: In pairs, write a definition of child sexual exploitation.

You have a couple of minutes for this warm up exercise.

How close were you to the actual definition below?

The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive something (e.g. food accommodation, drugs, alcohol, cigarettes, affections, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.

(Short Version – DSCF, 2009)

Definition of CSE

The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive something (e.g. food accommodation, drugs, alcohol, cigarettes, affections, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.

Child sexual exploitation can occur through the use of technology without the Child's immediate recognition; for example being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain.

In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.

Violence, coercion and intimidations are common, involvement in exploitative relationships being characterised in the main by the child's or young persons limited availability of choice resulting from their social/economic and /or emotional vulnerability

DCSF, 2009

About Victims and Perpetrators of CSE

Exercise 2: Split into two groups. Group 1, you are a perpetrator of CSE. Group 2, you are a victim of CSE. You have 5 minutes to draw a Facebook Profile on your paper.

You must include:

- Name
- Age
- Location
- School/Occupation
- Things I Like
- Things I Dislike
- Favourite Place
- Recent Uploads
- Number of Friends
- A Profile Pic
- Recent Status Updates

You have 5 minutes for this exercise.



The image shows a screenshot of Mark Zuckerberg's Facebook profile. The profile includes a profile picture of Mark Zuckerberg, a cover photo, and a bio that reads: "Has worked at Facebook Studied Computer Science at Harvard University Lives in Palo Alto, California From Dobbs Ferry, New York Born on May 14, 1984". The profile is divided into sections: Education and Work, College, High School, and Philosophy. The Education and Work section lists employers: Facebook (Feb 2004 to present - Palo Alto, California) and FBX Profile. The College section lists Harvard University (Computer Science - Psychology) with courses CS182. Intelligent Machines (with Andrew Bosworth) and CS121. Introduction to Computational Theory (with James Wang and Kang-Xing Jin). The High School section lists Ardsley High School and Phillips Exeter Academy (Class of 2002). The Philosophy section lists a favorite quote: "All children are artists. The problem is how to remain an artist once he grows up." The right side of the profile shows sponsored ads for Police Auctions, SF Bucket List, Stay close to your team, and Craft Beer Attorney.

Common Misconceptions

Victim	Perpetrator
Female	Male
Highly sexualised and promiscuous	Recluse – live alone
14-16 years old	Aggressive and nasty character
White/British	Criminal e.g. drug dealer
Rebellious	Asian
Choose to sell themselves 'child prostitutes'	25-40 years old
Looked after child	High sex drive

Major stereotypes affecting CSE

Males

Promiscuity

Age of Perpetrator

Ethnicity of Perpetrator

Vulnerabilities

LAC (Looked after children)

Cities

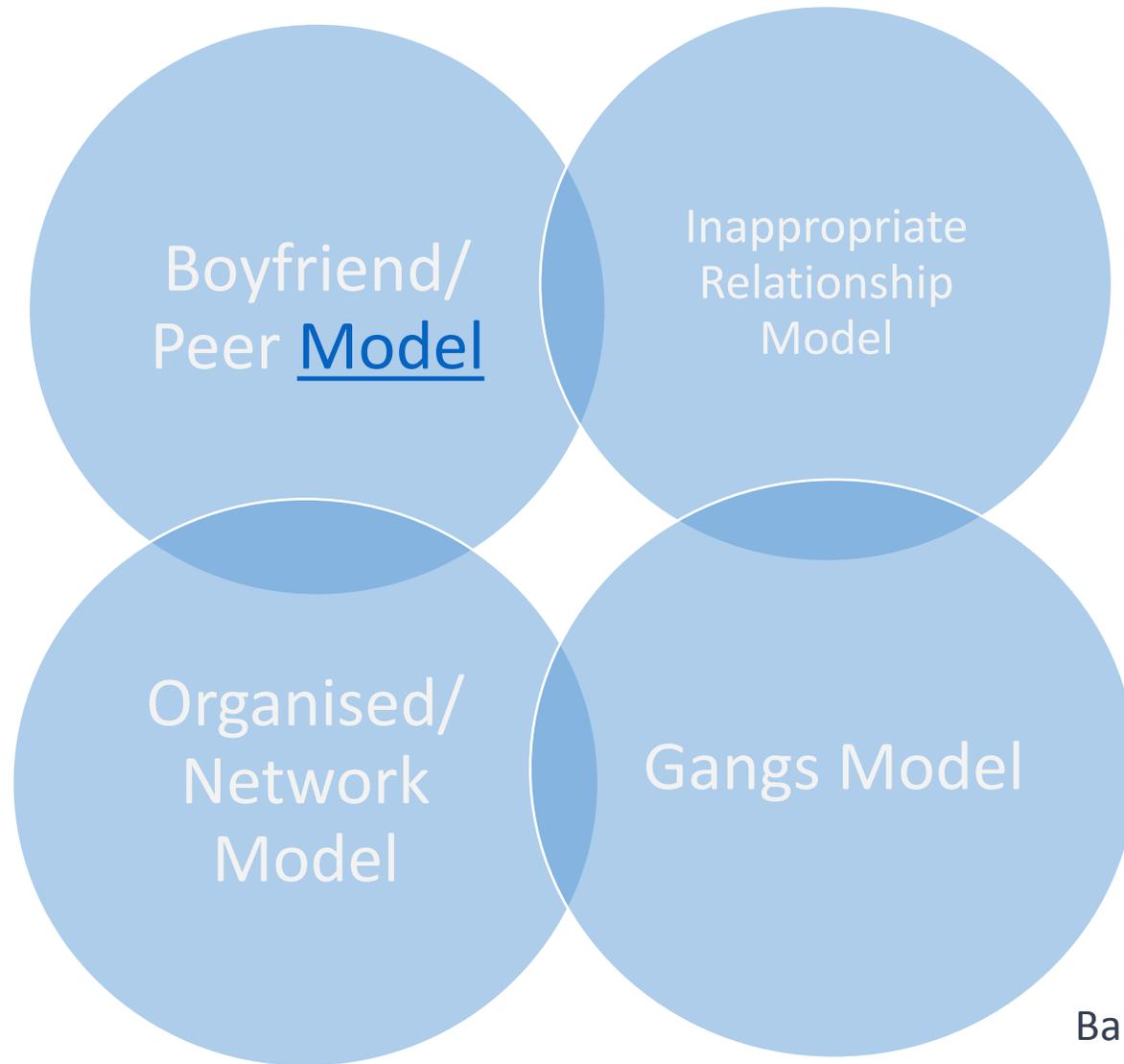
The Real Picture

Victim	Perpetrator
<ul style="list-style-type: none">• Any age - as young as 4 years old and up to 18 years old• Male or female• Any ethnicity• Any community• Any area• Mostly from family homes, not looked after children• No such thing as a 'child prostitute', only child abuse• Manipulated, threatened and controlled – this is not a choice	<ul style="list-style-type: none">• Male or female• Peers• Respectable• Plausible• In positions of trust or power• Not all in a gang or 'ring'• Only some have previous convictions• Families and partners• Jobs and education• Online or local• Any age• Any ethnicity• Any religion

**How can we learn about
people that buy sex with
children?**

Introducing 'Sweetie'...

Models of CSE



Barnardos 'Puppet
on a String', 2011

The Impact of CSE

Exercise: Split into four equal groups. Write 'short term' and 'long term' on the paper.

Groups will be split into 'psychological', 'physiological', 'social' and 'economic'.

What are the short term and long term impacts on the young person in each of the areas?

You have 5 minutes for this exercise

The Impact of CSE

PSYCHOLOGICAL

Short Term – Anxiety, depression, addiction, low self-esteem, self harm, eating disorders...

Long Term – PTSD, low self-esteem, self image, depression, nightmares, flashbacks, attachment problems...

PHYSIOLOGICAL

Short Term – injuries, pregnancy, STD, weight loss, sickness, self harm...

Long Term – general ill health, STD, problems with fertility, hair loss, poor diet, addictions

SOCIAL

Short Term – isolation from friends and family, education, hobbies and interests, risky/dangerous situations and people

Long Term – Develop/maintain relationships, avoiding certain places and people, moving areas, social isolation

ECONOMIC

Short Term – Drug/Alcohol 'debt', mobile phone, technology, need for money, stealing

Long Term – unable to work, housing, supporting children, benefit claim, drug or alcohol addiction, education

Risk Indicators for CSE:

How would you know if one of your young people were being sexually exploited? Are there any symptoms to look out for? Any indicators?

Please see Handout: Risk Indicators

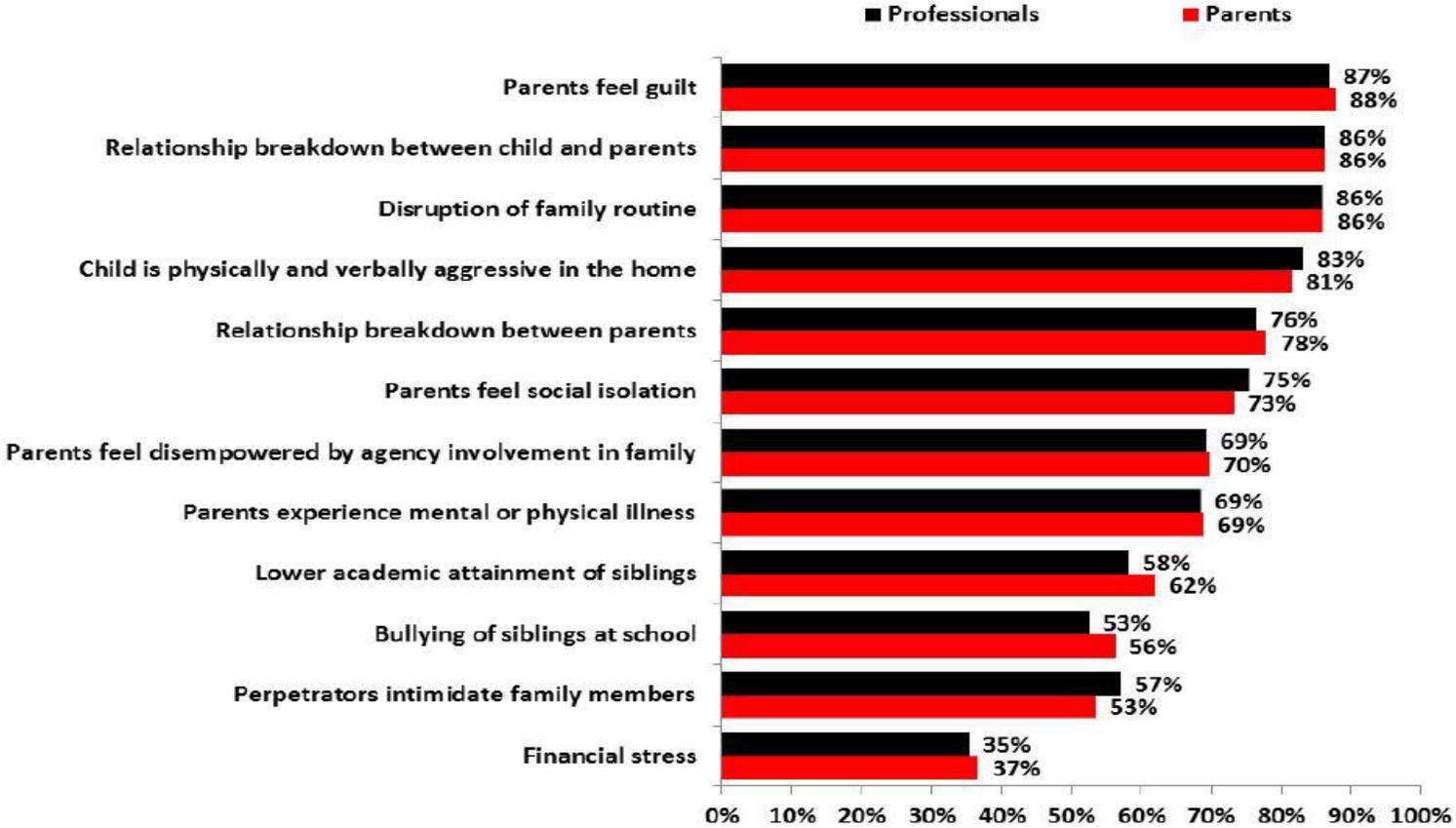
What do you think about the list of risk indicators? Have you worked with young people that have exhibited any of these indicators? Were they being sexually exploited or was it something else?

How should this list of indicators be used to assess young people at risk?

“My child has been sexually exploited?!”

The Impact of CSE on Parents

Figure 30: If a sexually exploited child is living at home with their family, how likely do you think each of the following will happen as a result of the child being sexually exploited? - % reporting very likely or likely shown

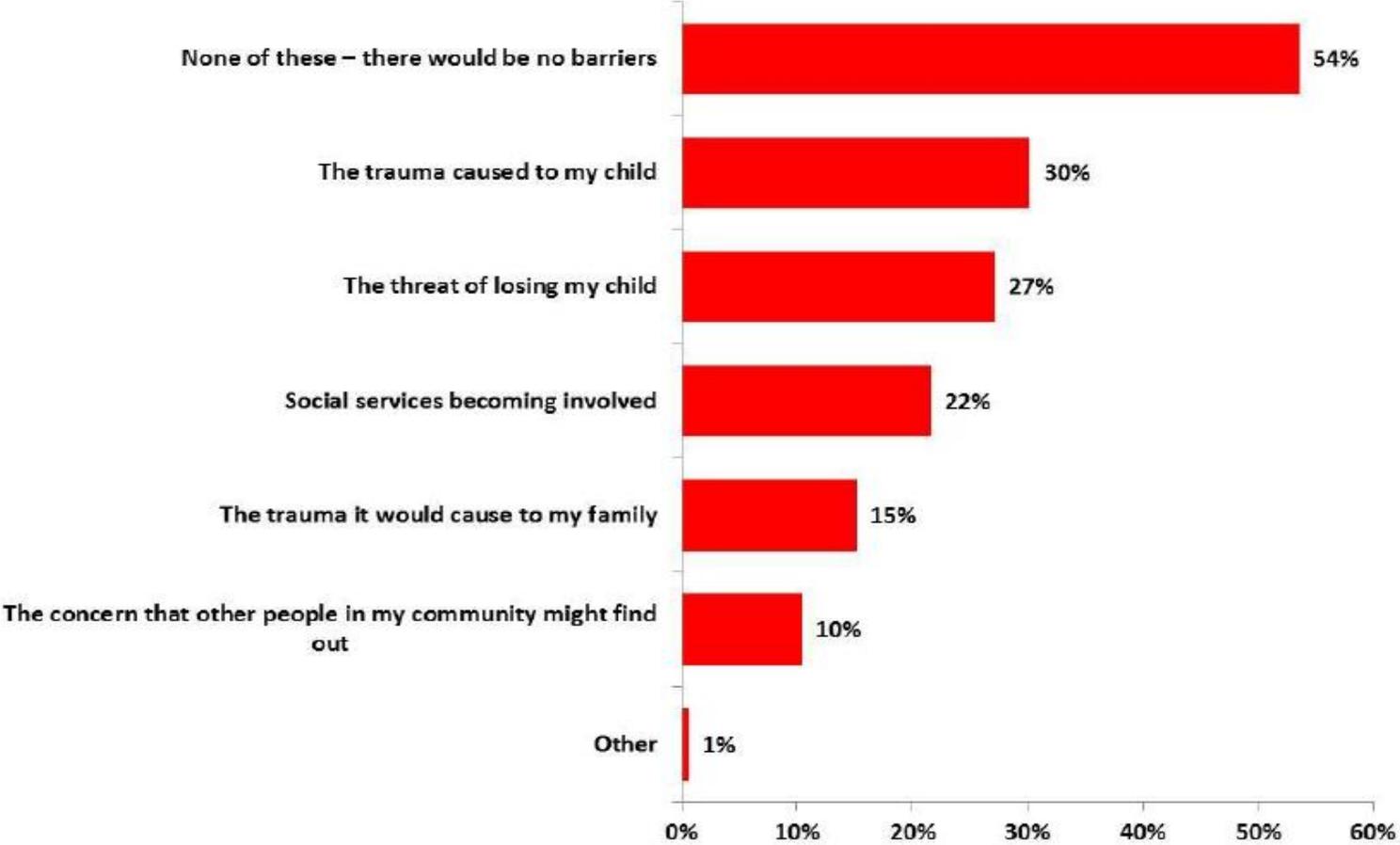


Are parents in the picture? PACE, 2013

Base: All parents (n=750) and all professionals (n=944)

The Impact of CSE on Parents

Why might parents/carers decide not to report or seek help for their child?



Base: All parents (n=750)

Are parents in the picture? PACE, 2013

Impact on Parents and Carers

- Eight out of ten professionals surveyed (84%) agree that perpetrators of child sexual exploitation will seek to break the bond between the child and their family. Parents feeling guilt, relationship breakdown between parents and a general disruption to the family routine are considered likely impacts by more than 85% of parents and professionals if a child is sexually exploited while they are still living at home. 69% of professionals reported parents feeling disempowered by agency involvement
- Eight out of ten professionals (80%) surveyed think that some types of families are more likely than others to have children affected by CSE; with 90% of the police surveyed thinking this. The myth that a chaotic or dysfunctional home is a consistent vulnerability found in cases of child sexual exploitation is not correct for all affected families.
- Parents are still being held responsible in part for the crimes committed against their child. Over two fifths of professionals (44%) and parents (41%) agreed in most cases parents are in part responsible for the sexual exploitation of their child.

Are parents in the picture? PACE, 2013

Building Rapport with Families

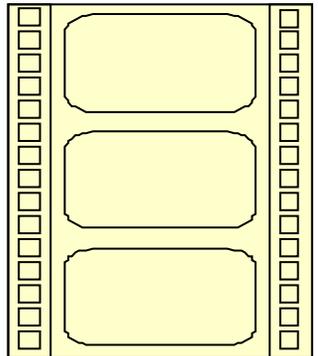
How would you build rapport with parents/carers of a young person at risk?

- Be aware of body language and your own responses
- Non-judgemental attitude
- Make sure you have the appropriate knowledge – if you don't know the answer, say so!
- Signposting outside of the police and social services
- Make sure they have a point of contact – 'who do I call if...?'
- Explain decisions fully and give feedback
- Aware of information sharing and referrals made
- Know when you're out of your depth

Working with Young People Affected by CSE

The young person may feel that...

- They have previously been let down, judged, or rejected (so what makes this any different?)
- That no-one will understand, be bothered or be able to help them
- Talking about it will only make it worse for them, or someone they care about
- They don't know who to approach and what to say (and what the consequences might be)
- They may face scorn or bullying if they engage
- They have no control over their current situation and there is nothing that anyone can do to change that
- Their life and behaviour is normal



Thank you for your time!

Please take a few minutes to give us your feedback on today's session

Your feedback helps us to constantly update and improve our training courses

Your trainers today have been:

Kate Greenwood (Somerset LSCB)

From Safe and Sound Derby/JustWhistle

Our website for further training: www.justwhistle.org.uk

Our phone number for advice and guidance about a young person: 01332 362120