



SAFEGUARDING NEWSLETTER

SAFEGUARDING EVERYONE'S RESPONSIBILITY

Designated safeguarding Leads

Alison Bolton
Charlotte Taylor
Andrea Hickey

Useful numbers

Childline 0800 1111
Wigan Safeguarding Hub 01942 486262

Child Sexual Exploitation

Welcome to this year's the first edition of the Safeguarding Newsletter. I hope you all had an enjoyable and safe summer. The first thing I wanted to remind everyone of is the continued heightened risk of CSE.

'Child sexual exploitation is a form of child sexual abuse 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.'

(New England definition 2017)

There is no one way that CSE is perpetrated. Grooming is common in some forms of CSE, but it is not always present, Online and offline exploitation can overlap. Children and young people may appear to co-operate. However, this cannot be taken as consent: they are legally minors and subject to many forms of coercion and control. These abuses of power are similar to those which are recognised in domestic violence and they may lead to children and young people being unable to recognise what is happening to them as abuse.

Whilst all of the research evidence to date shows that girls and young women are the majority of victims, boys and young men are also exploited. The average age at which concerns are first identified is at 12 to 15 years, although recent studies show increasing rates of referrals for 8 to 11 year olds, particularly in relation to online exploitation (Department for Education, 2017). Less is known about the exploitation of those from Black and Minority Ethnic (BME) and Lesbian, Gay, Bisexual and Transgender (LGBT) communities.

There is no 'typical' victim. That said, some young people may be more vulnerable than others, and a range of indicators have been highlighted to which professionals should be alerted to. These include: prior abuse in the family; deprivation; homelessness; misuse of substances; disability; being in care; running away/going missing; gang-association. It is not known whether these also apply to young people where exploitation begins or wholly occurs online, although some factors appear to be involved in both contexts. It is important to remember that indicators are not evidence that sexual exploitation has taken place. All they suggest is that practitioners need to use their professional curiosity and judgement to explore what is going on with each young person.

Creating an educational environment in which there is a 'whole-school' approach to addressing gender inequality, sexual consent, and relationships built on respect is crucial in responding to violence and abuse, including CSE (Womankind, 2010; Coy et al. 2013). The curriculum, school policies, pastoral support and school ethos all contribute to environments that enable or challenge exploitative practices and the attitudes that condone them.

Schools are ideally placed to deliver information to students about CSE and a number of resources exist for them to use in doing so. It is important that this work also challenges attitudes and helps students to develop emotional and social skills (End Violence Against Women Coalition, 2011; PSHE Association, 2016). Opportunities to learn about sexual exploitation should be available in age appropriate forms in both primary and secondary schools. Open conversations inside and outside the classroom can help children recognise potentially abusive behaviours, identify trusted adults who they can talk to and offer information about support services (Pearce, 2009).

[Article adapted from Key Messages from Research into Child Exploitation—Information for professionals in school settings March 2017](#)

Road safety

As our younger pupils join us and perhaps our older pupils need a reminder. Road safety is still a concerning issue. The school gets many reports from concerned members of the public about their dangerous behaviour on the roads. The following message is important:

- Always cross where it is safe to do so (Pelican crossing or zebra crossing where possible.)
- Always use the Green Cross Code **Stop** (Don't run out without looking) **Look** (left and right) **Listen** (Can you hear a car or vehicle) **Think** (Is it safe to cross)
- Do not use a mobile phone or other device whilst crossing the road and take ear phones out!
- Do not cross in front or behind a bus. They cannot see you.
- Respect the drivers of vehicles, if they run someone over, even if that is not their fault, they have to live with that for a long time.

Other Important Safety Messages

Swimming in Open Water

There have been some recent fatalities, not far from here, which have highlighted the dangers of swimming in open water. This has prompted some government advertising. Please advise pupils not to swim in nearby lakes, rivers and flashes. The water is not suitable for swimming and when cold, as the advert states, can cause the body to go into spasm and even the strongest of swimmers would struggle to cope.

Playing near Railway Lines

We are in an area where there are some electric main lines. These are not safe to play near for many reasons. Children can be electrocuted if the line is live. They would have no way of knowing this from just looking. Trains cannot and are not designed to stop quickly. Unfortunately this is still a major reason that emergency services are called out and mostly to fatalities.

On-line Safety

There is still a concern about how pupils conduct themselves on line. Please remind them of the following regarding social media

- Only accept or request friends who you know in person
- Only share on social media that you would be happy for your nan to see (The nan test is a good one to use)
- If someone contacts you in an inappropriate way - report it to someone immediately
- Ensure your parents are aware of your on-line activity
- Have some non screen time—widen your mind!!!
- Remember how hurtful a like or laughing emoji can be if you are on the receiving end of something. Treat people in the way you would like to be treated.
- Remember, Social Media of all types provides a written account and a digital footprint.

Training

A reminder that if you have not already done so please return your completed safeguarding declaration to Alison Bolton. If you are new to the school you also have to complete your online training. (See Carol Brockbank) and the Channel General Awareness Course using the following link. http://course.ncalt.com/Channel_General_Awareness/01/index.html