

High Grange

Adaptive thinking, Communication, Emotional wellbeing, Independence

Promoting Wellbeing & Safety		
Child Criminal and Sexual Exploitation (CSE) Policy		
Last Update: November 2025	Responsible: Principal	Page: 1 of 20

This policy promotes ACE because;



High Grange's ACE ethos underpins all responses to CSE and CCE by ensuring that pupils develop the adaptive thinking, communication skills, and emotional wellbeing necessary to stay safe and grow in independence.

A - Trauma-informed support helps pupils regulate emotions, make safer decisions, and understand risks, enabling them to adapt their thinking when faced with unsafe situations.

C - Clear, supportive communication—modelled by emotionally available adults—helps pupils express concerns, build trusting relationships and understand how to seek help.

E - Prioritising emotional wellbeing allows pupils to recover from trauma, rebuild self-esteem and develop resilience. As pupils gain confidence in recognising risks, setting boundaries, and communicating their needs, they strengthen their independence. By embedding these skills throughout safeguarding practice, the school ensures that every pupil is empowered, understood, and protected,

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Statement of Intent

High Grange School is committed to ensuring the safety, protection and emotional wellbeing of every pupil and young person in our care. In line with KCSIE 2025, current safeguarding legislation and our ACE-aware, trauma-informed school ethos, we recognise the serious risks posed by Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) and the need for all staff to remain alert, curious, and responsive to early signs of harm. Our ethos emphasises adaptive thinking, effective communication, emotional regulation, and the development of independence, enabling pupils to build resilience and feel safe to share concerns without fear of judgement.

This policy outlines the school's procedures for preventing exploitation, identifying risk indicators, educating pupils about healthy relationships and online safety, and responding swiftly and proportionately where concerns arise. It sets out the responsibilities of all staff, including the headteacher, Designated Safeguarding Lead (DSL) and the governing body, and reinforces the need for a coordinated approach for pupils with SEND or ACE-related vulnerabilities, who may face increased risk of grooming or coercion.

High Grange recognises that exploitation can occur both online and offline and may involve grooming, manipulation, criminal activity, sexual abuse, county lines, or peer-on-peer harm. Staff are expected to apply professional curiosity, carefully considering whether changes in behaviour, attendance, emotional presentation, associations, or unexplained possessions may indicate underlying exploitation. In line with trauma-informed practice, staff respond sensitively, prioritising safety, dignity, and the child's emotional wellbeing.

Early intervention, multi-agency collaboration, and effective communication with parents and carers are essential to safeguarding pupils. High Grange works closely with children's services, police, health partners, and specialist agencies to ensure timely support and robust protection. Parents and carers play an important role and are expected to work alongside the school to identify emerging risks and support the safety of their child.

Through a whole-school approach rooted in inclusion, wellbeing and trauma awareness, High Grange School strives to create an environment where all pupils feel safe, valued, and empowered—and where exploitation in any form is actively prevented, recognised early, and responded to with professionalism and compassion.

1. LEGAL FRAMEWORK (Updated 2025)

This policy is written with full regard to all relevant legislation, statutory guidance, and national safeguarding expectations. It reflects the most recent updates in 2024–2025, including duties relating to Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), online harms, trauma-informed safeguarding, SEND-specific vulnerability, and contextual safeguarding. The following legislation and guidance underpin this policy:

Primary Legislation

- Children Act 1989
- Children Act 2004
- Sexual Offences Act 2003
- Safeguarding Vulnerable Groups Act 2006
- Education Act 2011
- Children and Social Work Act 2017

- The UK General Data Protection Regulation (UK GDPR)
 - Data Protection Act 2018
 - Police, Crime, Sentencing and Courts Act 2022 (Serious Violence Duty)
 - Online Safety Act 2023
 - Education (School Teachers' Appraisal) (England) Regulations 2012
 - Education (Health Standards) (England) Regulations 2003
- Statutory Guidance and National Expectations
- DfE (2025) Keeping Children Safe in Education (KCSIE 2025) – including updated requirements on online exploitation, CCE, CSE, early help, SEND vulnerability and professional curiosity
 - DfE (2023, updated 2024–2025) Working Together to Safeguard Children – emphasising multi-agency collaboration, contextual safeguarding and extra-familial harm
 - DfE (2024) Information Sharing – national guidance for effective, lawful multi-agency information exchange
 - DfE (2015) What to do if you're worried a child is being abused
 - DfE (2017) Child Sexual Exploitation – Definition and Guide for Practitioners
 - Home Office (2023–2024) County Lines and Child Criminal Exploitation Guidance
 - UKCIS (2024) Sharing nudes and semi-nudes: advice for education settings
 - National Panel Reviews (2023–2024) on exploitation, missing children, and safeguarding failures
 - Derby and Derbyshire Criminal and Sexual Exploitation Toolkits

Trauma-Informed, SEND and ACE-Related Safeguarding

This policy explicitly aligns with national guidance recognising that children with SEND, neurodiversity, or Adverse Childhood Experiences (ACE) face greater risk of exploitation. It reflects trauma-informed principles emphasised across KCSIE 2025 and Working Together, including:

- emotionally attuned safeguarding practice
- understanding behaviour as a communication of need
- heightened professional curiosity for vulnerable pupils
- contextual safeguarding when risk occurs outside the home.

School Policies Used in Conjunction With This Policy

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Health and Safety Policy
- RSE and PSHE Policy
- E-Safety / Online Safety Policy
- Anti-Bullying and Cyberbullying Policy
- Equal Opportunities, Equity, Diversity, and Inclusion Policy
- Child on Child abuse policy.

2. DEFINITIONS

Child Sexual Exploitation (CSE) is a form of child sexual abuse. It involves situations where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity. This may be:

- In exchange for something the victim needs or wants
- For the financial gain or increased status of the perpetrator or facilitator
- Through violence, intimidation, threats, or coercion

CSE can include both physical contact and non-contact sexual activities, and a child may be sexually exploited even if the sexual activity appears consensual. Exploitation can occur in person or online, and may involve grooming, manipulation, or the creation and sharing of sexual images without the child's knowledge.

The law states that consent is only valid when a young person has genuine choice, freedom, and capacity—therefore a child cannot consent to their own exploitation.

All staff must recognise that CSE:

- Can affect any child under 18, including 16–17-year-olds who may believe they are in a genuine romantic relationship.
- Can be facilitated online, in person, or through a combination of both.
- Can involve penetrative or non-penetrative sexual acts.
- Can involve non-contact sexual abuse, such as viewing sexual images, grooming, or encouraging sexualised behaviour.
- May involve violence, or enticement, or may occur without the child's immediate knowledge (e.g. images shared by others).
- Can be perpetrated by males or females, individuals or groups, including peers who may themselves be victims of exploitation.
- May occur once or repeatedly, and may be opportunistic or organised.
- Usually involves a power imbalance, which may relate to age, gender, sexuality, physical strength, cognitive ability, communication differences, learning difficulty, SEND, social status or access to money and resources.

Where the perpetrator's only motive is sexual gratification or power, this may not constitute CSE but will still be treated as child sexual abuse under the school's Safeguarding and Child Protection Policy.

Child Criminal Exploitation (CCE)

CCE is a form of child abuse where an individual or group exploits an imbalance of power to manipulate, deceive or coerce a child into criminal activity, including:

- County lines drug trafficking
- Holding or transporting weapons, drugs, or money
- Theft or acquisitive crime
- Serious youth violence
- Online criminal activity such as financial fraud or 'money muling'

As with CSE, CCE may involve enticement, coercion, threats, intimidation or violence, or the promise of something in return. Exploitation can occur even when a child appears to consent or is given something in exchange (e.g. money, devices, drugs, status, protection).

Shared Features of CSE and CCE

CSE and CCE share common characteristics. In both forms of exploitation:

- There is an imbalance of power—most obviously age, but also gender, sexual orientation, communication ability, learning difficulty, physical strength, social status, vulnerability, or access to resources.
- The abuse can be a one-off incident or a pattern of repeated harm over time.
- Children can be exploited offline, online or through both environments simultaneously.
- Children may not recognise they are being exploited and may see the perpetrator as a friend, partner or protector.
- Children with SEND, communication difficulties, neurodiversity, or ACE-related trauma are at significantly increased risk.

- Perpetrators may be adults or other children—peer exploitation does not negate victimhood.
 - Exploitation can range from opportunistic to highly organised criminal activity.
- In all cases, exploitation is abuse, regardless of the child’s perception of the situation.

3. HOW COMMON IS CHILD SEXUAL EXPLOITATION (Updated 2025)

Child Sexual Exploitation (CSE) remains significantly underreported, and accurate prevalence can be difficult to determine due to the hidden nature of the abuse. Children often do not recognise that they are being exploited because perpetrators manipulate, groom, and create emotional dependency, making victims believe they are in a genuine relationship or voluntarily involved. Many children experiencing CSE may also be victims of other forms of abuse, trauma, or neglect, which further obscures identification.

CSE can occur in any community, regardless of ethnicity, culture, socioeconomic background, or gender. Both boys and girls are affected, and CSE occurs across all settings, including schools, online platforms, homes, and public spaces. The Department for Education (2017) highlights that CSE cuts across all demographics and does not fit a single profile.

Local data continues to indicate the persistent nature of CSE. Derby City reported that in 2015/2016, 62 young people were subject to formal CSE strategy meetings, compared to 71 the previous year and 80–90 in earlier years. While local trends fluctuate, national safeguarding bodies continue to report rising concerns related to online grooming, image-based abuse, coercive control, and peer-to-peer exploitation, emphasising the need for ongoing vigilance.

4. WHO IS AT RISK OF CHILD SEXUAL EXPLOITATION

Children can be at risk of CSE for a wide range of reasons, and research consistently shows that perpetrators target children who exhibit vulnerability, unmet needs, or reduced protective factors. Children in care settings remain one of the highest-risk groups (Barnardo’s, 2016), particularly those living in residential care or with disrupted placements. Young people with learning difficulties, communication needs, or SEND are also more likely to be targeted due to challenges in understanding risk, reading social cues, or recognising grooming behaviour.

CSE affects all genders. Research by specialist charities indicates that around one-third of known victims are boys, many of whom have experienced care, trauma, or mental health difficulties prior to exploitation.

The increasing use of social media, gaming and digital communication has expanded opportunities for perpetrators to exploit vulnerabilities, including loneliness, social isolation, low self-esteem, poor online boundaries, and limited digital literacy.

Children and young people with autism or other neurodevelopmental differences may be particularly vulnerable. Research (Edelson, 2010) shows that behavioural or emotional signs of abuse can be misinterpreted as relating solely to their diagnosis, delaying recognition and intervention.

Children at increased risk may include those with:

- Physical or learning disabilities
- A history of being in care, especially residential or unstable placements
- Previous experiences of neglect, physical or sexual abuse
- Exposure to domestic abuse, parental mental health issues or parental substance misuse
- Frequent episodes of going missing
- Substance misuse issues
- Poor engagement with education, persistent absences or exclusion
- Social isolation or lack of positive peer relationships
- Associations with peers or adults involved in criminal activity
- Bereavement, loss or major family disruption
- Emotional regulation difficulties, communication challenges or limited understanding of healthy relationships
- Lack of a safe environment to explore sexuality or gender identity
- Economic hardship, homelessness or unstable accommodation
- Connections to children or adults involved in sexual exploitation
- Low self-esteem, poor confidence or unmet emotional needs

These risk factors align closely with the vulnerabilities associated with Adverse Childhood Experiences (ACEs). As an ACE-aware, trauma-informed, and SEND-specialist school, High Grange recognises that exploitation may present through subtle changes in behaviour, communication, emotional expression, or independence skills.

County Lines and CCE Vulnerability

KCSIE 2025 emphasises that children can be targeted for county lines exploitation in various settings including:

- mainstream schools
- special schools
- PRUs
- children's homes and care homes
- online platforms and social media.

Keeping Children Safe in Education (KCSIE 2025) - reinforces that CCE (including county lines and serious youth violence) is a specific safeguarding issue and highlights the need for early help, contextual safeguarding and extra vigilance for children with additional vulnerabilities (SEND, care-experienced, ACE). [GOV.UK](#)

Working Together to Safeguard Children 2023 (updated 2025 page) - emphasises multi-agency responses to extra-familial harm, including CCE, and the need for strong local safeguarding partnerships. [GOV.UK+1](#)

Serious Violence Duty (Police, Crime, Sentencing and Courts Act 2022) - requires specified authorities to work together to prevent and reduce serious violence; schools are key partners in local strategies and information-sharing. [GOV.UK+2](#)[GOV.UK+2](#)

Home Office County Lines & CCE guidance (updated October 2023) - clarifies definitions of CCE and county lines and stresses that apparent "consent" does not negate exploitation.

Perpetrators often use grooming, coercion, and manufactured drug debts to trap children into criminal activity. Serious violence, threats, intimidation, and deprivation of liberty are common features.

Additional indicators of county lines and CCE may include:

- Going missing and being found far from home
- Exposure to or involvement in serious violence, weapons or knife crime
- Being asked to carry, store or move drugs or money
- Use of the child's bank account for criminal transactions
- Staying in unknown accommodation such as hotels, "trap houses" or properties taken over through cuckooing
- Sudden unexplained possessions, new devices or financial changes
- Debt bondage or fear of leaving a group or individual
- Evidence of internal concealment ("plugging")

High Grange staff are trained to identify these signs and respond using professional curiosity, reflective practice, and trauma-informed approaches.

Local Risk Assessment Tools

For all pupils at High Grange School, staff work closely with Derby and Derbyshire Safeguarding Children Partnership. Where concerns arise, the school uses the Derby and Derbyshire Child Sexual Exploitation (CSE) Risk Assessment Toolkit, alongside CCE and county lines screening tools, to inform referrals and multi-agency planning.

5. DIFFERENT MODELS OF CHILD SEXUAL EXPLOITATION

Child Sexual Exploitation (CSE) can take multiple forms and often overlaps with Child Criminal Exploitation (CCE), trafficking, modern slavery, and county lines activity. Understanding these models supports staff to identify early signs of exploitation, apply professional curiosity, and respond in a trauma-informed, SEND-inclusive manner.

Relationship/Peer Model

In this model, perpetrators groom young people by creating what appears to be a trusting friendship or romantic relationship. The child may believe they are loved, valued, or protected, while gradually being coerced into sexual activity with the perpetrator or their associates.

Peer-to-peer grooming may also occur and can be linked to gang activity, where young people who have been exploited are used to recruit or groom others.

This model is often referred to historically as the "boyfriend model," but it is important to recognise that boys and young men are equally vulnerable to this form of exploitation.

Organised/Network Model & Trafficking Model

This model involves organised groups or individuals exploiting children for sexual, criminal, or financial gain. Children may be moved between locations for the purpose of exploitation, fitting the definition of child trafficking under the Modern Slavery Act 2015.

Trafficking includes recruitment, movement or harbouring of a child for exploitation, regardless of whether the child appears to travel willingly. Children can be trafficked within the UK (internal trafficking), including short-distance movement such as taking a bus or being walked to another property.

Children who are trafficked may experience:

- coercion, intimidation, and threats
- physical, sexual, and emotional abuse
- significant and long-term trauma affecting mental health and emotional wellbeing.

Possible indicators of trafficking include a child who:

- spends excessive time doing household chores
- rarely leaves their accommodation or is prevented from socialising
- lives apart from family or in unregulated private foster care
- lives in overcrowded or substandard accommodation
- appears unsure of their location or address
- provides inconsistent or rehearsed personal information
- is not registered with a GP or school
- has no identity documents, or holds false documents
- possesses unexplained money or goods
- is frequently found in inappropriate locations (e.g., factories, brothels, hotels)
- works long hours or is required to meet daily earning targets
- has injuries linked to unsafe working conditions

Staff must report all trafficking concerns immediately to the DSL.

Modern Slavery

Modern slavery includes:

- human trafficking
- slavery
- servitude
- forced or compulsory labour.

Under the Modern Slavery Act 2015, all suspected victims under 18 must be referred to the National Referral Mechanism (NRM), regardless of consent.

If a child is suspected to be a victim of modern slavery or trafficking, staff must inform the DSL immediately and contact the police. The DSL will consider referral to the NRM and may seek advice from the NSPCC Child Trafficking Advice Centre (0808 800 5000).

Inappropriate Relationship Model

This involves one perpetrator who exerts power, control, or influence over a young person. There is often a significant age gap, or the perpetrator may hold a position of authority or trust. The young person may believe they are in a consensual or loving relationship when in reality they are being exploited.

Gangs Model

Sexual exploitation can occur within gangs for several reasons, including gang initiation, punishment, coercion, or control. Young people may be exploited by peers or by adults associated with gang activity. Many individuals who exploit others in gangs are also victims themselves, often experiencing trauma, ACEs, or previous exploitation.

County Lines

County lines refers to criminal groups or networks that exploit children to transport, store, and sell drugs from one geographical area to another. Children are often groomed or coerced into carrying drugs, money, or weapons, and can be subjected to manipulation, threats, violence, and debt bondage.

Key features of county lines include:

- a branded mobile phone line used to make drug orders
- movement between urban hubs and county or coastal areas
- exploitation of vulnerable children or adults for drug storage or supply
- use of “cuckooing” to take over the homes of vulnerable individuals
- use of threats, weapons, and coercion.

Key risk factors for young people include:

- living in or visiting “cuckooed” premises
- being looked-after or having a history of being in care
- mental health difficulties
- going missing from home or school
- social withdrawal, disengagement from education and limited trusted adults

Environmental risk factors include:

- high deprivation or unemployment
- areas near prisons, probation services, or drug treatment centres
- locations with children’s homes
- towns with transport links enabling easy movement

Cyber-Crime and Online Exploitation

Cyber-crime involves illegal activity committed online or through digital devices. Children with strong computing skills may become unintentionally or deliberately involved in online offences. Examples include:

- hacking into networks or systems
- Denial of Service (DoS) attacks
- creating or distributing malware
- involvement with online criminal groups.

Where concerns arise, the DSL should consider referral to the Cyber Choices Programme, which provides preventative support for young people at risk of engaging in cyber-crime.

6. ROLES AND RESPONSIBILITIES (Updated 2025)

High Grange School adopts a whole-school safeguarding approach. All staff; governors and volunteers share responsibility for recognising, responding to, and reducing the risks of Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), and related harms. Our work is guided by KCSIE 2025, Working Together 2023 (updated 2025) and our trauma-informed, ACE-aware school ethos.

The Board of Governors are responsible for:

- Appointing a nominated governor for safeguarding and child protection (Karen Noon) and ensuring the school has a suitably trained Designated Safeguarding Lead (DSL) (Gavin Spicer).
- Ensuring effective and up-to-date safeguarding and child protection policies are in place, including those relating to CSE, CCE, trafficking and online safety.
- Monitoring the effectiveness of safeguarding systems and holding leaders to account for the management of exploitation concerns.
- Ensuring statutory duties are fulfilled, including safer recruitment, training and compliance with national safeguarding legislation.

The Principal is responsible for:

- Ensuring all staff understand and implement school safeguarding policies, including procedures relating to CSE and CCE.

- Appointing and supporting an appropriately skilled DSL and safeguarding team.
- Ensuring pupils and parents are informed about exploitation risks in an age-appropriate, accessible and SEND-inclusive way.
- Ensuring all new staff receive safeguarding induction training, including CSE/CCE indicators, risk factors and reporting procedures.
- Promoting a trauma-informed, relational culture in line with the school's ACE ethos (adaptive thinking, communication, emotional wellbeing and independence).

The DSL and Safeguarding Officers are responsible for:

- Acting as the central point of contact for all safeguarding and exploitation-related concerns.
- Ensuring all staff receive regular, high-quality training, including updates on CSE, CCE, county lines, online harms, trauma and contextual safeguarding.
- Meeting with vulnerable pupils, including those with repeated absences, emerging risks, SEND vulnerabilities or indicators of exploitation.
- Coordinating multi-agency involvement in line with Working Together.
- Ensuring clear, timely and accurate safeguarding records are maintained.
- Promoting safe information-sharing practices in line with statutory guidance.
- Ensuring the voice of the child is central to assessments, safety planning and decision-making.
- Ensuring pupils have clear access to information and trusted adults who can support them.
- Ensuring safeguarding training is refreshed at least every two years and more frequently where required.
- Ensuring staff use trauma-informed, emotionally available approaches when supporting children impacted by CSE/CCE.

All Staff Members are responsible for:

- Actively promoting the welfare and safety of all pupils and adopting an ACE-aware, trauma-informed approach.
- Using adaptive thinking, compassionate communication and emotionally supportive practice when responding to concerns.
- Recognising the signs and indicators of CSE, CCE, online exploitation, trafficking and grooming—including those specific to children with SEND or communication difficulties.
- Reporting concerns immediately to the DSL and following school procedures rigorously.
- Sharing information early to support timely intervention.
- Maintaining confidentiality and professional curiosity at all times.
- Monitoring attendance and reporting unexplained absences or changes in behaviour.
- Responding appropriately to sexual bullying, harassment or harmful sexual behaviour.
- Helping create a safe, relational school environment where pupils feel heard, supported and able to disclose concerns.
- Supporting emotionally available adults to provide consistent, trusted relationships for pupils affected by trauma or exploitation.
- Ensuring pupils know at least three trusted adults they can approach with worries or concerns.
- Contacting the police where there is immediate risk of harm.

7. STAFF TRAINING

High Grange School is committed to ensuring all staff and governors receive regular, high-quality safeguarding training, in line with KCSIE 2025 and the school's trauma-informed ethos.

Training includes:

- Indicators and warning signs of CSE, CCE and trafficking
- Understanding grooming models, county lines and online exploitation
- SEND vulnerability, communication needs and ACE-related risk factors
- Trauma-informed and emotionally aware responses
- Working with families and multi-agency partners
- Information sharing, confidentiality and legal duties
- Supporting disclosures and enabling the child's voice
- Contextual safeguarding and early help
- Procedures for reporting concerns and recording information

Training will be updated regularly, reflecting emerging risks, national updates, and local contextual issues.

All staff will be trained to respond in a way that is:

- Child-centred and trauma-informed
- Culturally sensitive, age-appropriate, and SEND-inclusive
- Proactive, relational, and rooted in emotionally available practice
- Guided by professional curiosity
- Focused on safety, wellbeing, and early intervention

8. INDICATORS OF CHILD SEXUAL EXPLOITATION

All staff at High Grange School must maintain professional curiosity and remain alert to the wide range of indicators associated with Child Sexual Exploitation (CSE). In line with KCSIE 2025, staff recognise that exploitation can affect any child, including those who may not recognise they are being exploited and those who appear to be "making choices".

Children with SEND, communication differences, autism, trauma histories, or ACE-related vulnerabilities may present differently; staff must consider changes in behaviour within the context of the child's needs.

General Warning Signs of CSE

Staff will look out for pupils who demonstrate the following behaviours or changes:

- Secretive behaviour
- Social withdrawal, isolation or becoming unusually quiet.
- Sudden acquired money, gifts, clothing, credit, or items they cannot account for
- Unexplained or frequent absences from school
- Staying out late or going missing (short or extended periods)
- Use of drugs or alcohol, new or escalating substance misuse
- Hostile, aggressive, or defensive behaviour
- Association with gangs, older peers, or unknown adults
- Having an older boyfriend/girlfriend or forming sexual relationships with significantly older individuals
- Sudden changes in appearance, clothing, or presentation
- Becoming involved in petty crime or unexplained offending.
- Unexplained physical injuries or injuries the child cannot explain.

- Attempting to conceal marks, bruises, or scars
- Entering or leaving vehicles driven by unknown or concerning adults
- Lack of healthy peer relationships
- Concerning or secretive internet, gaming, or social media use

Additional Factors to Be Aware Of

Staff will also be alert to:

- Older boyfriend/girlfriend or controlling relationships.
- Unexplained money, high-value items, or new possessions
- Indicators of underage or harmful sexual activity (e.g., pregnancy, STIs)
- Disclosures of sexual assault followed by withdrawal of the allegation
- Regularly returning home late or refusing to say where they have been.
- Going missing from home, school, or care (even briefly)
- Attendance at hotels, nightclubs, or inappropriate venues with adults
- Sudden changes in peer groups or befriending significantly older individuals.
- Sharing sexual images, talking online with unknown adults, or requesting images from others
- New involvement in drug use or alcohol misuse
- Sudden personality or behaviour changes
- Hostility, conflict, or breakdown in family/placement relationships
- High levels of secrecy or evasive communication
- Repeat offending or new involvement in criminal behaviour.
- Known gang association.
- Unexplained health problems or frequent presentations to medical services
- Poor self-image, eating disorders or self-harm.

SEND, Autism and Communication-Related Indicators

Children with SEND—including autism, learning disabilities and communication needs—may be:

- Targeted because of social naivety, difficulty recognising grooming, or desire for friendship.
- More trusting of adults or peers
- Less able to identify risk or harmful intent.
- More easily manipulated into secrecy or compliance

Signs of CSE in children with SEND may be misinterpreted as part of their diagnosis. Staff must seek advice from the DSL and consider:

- Regression in communication or social functioning
- New sensory behaviours linked to trauma.
- Heightened anxiety or shutdowns after contact with certain people
- Increased reliance on routine or avoidance of specific places or individuals
- Trauma-related responses mistaken as autistic behaviour.

Trauma-informed, adaptive thinking and emotionally available practice must guide all assessments and responses.

9. EFFECTS OF CHILD SEXUAL EXPLOITATION

High Grange School recognises that Child Sexual Exploitation (CSE) has profound, long-term, and wide-ranging impacts. In line with KCSIE 2025, Working Together 2023/2025, and our ACE trauma-informed ethos, all staff are committed to *early identification, sensitive intervention, and emotionally available support*. Children may not disclose

abuse for long periods, and the effects may present as changes in behaviour, emotional wellbeing, communication, or physical health.

Staff understand that the effects of CSE can impact every area of a child or young person's life, including but not limited to:

- Physical wellbeing, including injuries, sexual health concerns, exhaustion, or substance misuse.
- Mental health, including trauma, anxiety, depression, self-harm, or suicidal thoughts.
- Education, including poor attendance, difficulties concentrating, regression of skills or disrupted learning.
- Employment prospects, due to missed education, trauma, or long-term confidence issues.
- Family relationships, including breakdown of trust or increased conflict.
- Social relationships (childhood and adult), including isolation, unhealthy relationships, or ongoing vulnerability.
- Future parenting capacity, as early trauma can influence attachment, communication, and emotional regulation.

Children with SEND, autism, communication differences, or ACE-related adversity may display effects that can be misinterpreted as part of their diagnosis. Staff therefore use a trauma-informed, adaptive thinking approach, ensuring that emotional wellbeing, safety, and trust underpin all support offered.

10. ONLINE SAFETY

High Grange teaches online safety in accordance with our E-Safety Policy, KCSIE 2025, the school's filtering and monitoring procedures, and UKCIS guidance. Online safety forms part of the ICT curriculum, PSHE, RSE and whole-school safeguarding culture.

Staff, pupils, parents, and carers will be made aware of the risks children may face online, including grooming, coercion, online exploitation, harmful sexual behaviours, social media contact, livestreaming risks, and online radicalisation.

All pupils will be explicitly taught how to:

- Identify and assess online risks.
- Recognise unsafe or manipulative contact.
- Protect personal information.
- Report concerns safely and confidently.
- Use social media, gaming, and digital platforms responsibly.

Our ACE ethos promotes adaptive decision making, effective communication and emotionally regulated responses, supporting pupils to develop safe, independent online behaviours.

11. CONSENSUAL AND NON-CONSENSUAL SHARING OF NUDE AND SEMI-NUDE IMAGES

High Grange School acknowledges that the creation, possession, or distribution of nude or semi-nude images of anyone under 18 is illegal, even when created voluntarily. Staff must treat all incidents involving youth-produced sexual imagery (YPSI), also known as "sexting," as safeguarding concerns in line with:

- KCSIE 2025
- UKCIS: Sharing Nudes and Semi-Nudes (2024)

- The school’s Child Protection and Safeguarding Policy
- The Youth-Produced Sexual Imagery Policy

Staff recognise that sharing images may be linked to CSE, coercion, grooming, online threats, peer pressure, or emotional manipulation. Some pupils may believe they are in a “relationship,” may be fearful of repercussions, or may not understand the law.

Key Principles

- The sharing of nude or semi-nude images involving a child and an adult is child sexual abuse and must always be referred to the police.
- Staff will respond in a non-judgemental, calm, and child-centred manner, prioritising safety, and emotional wellbeing.
- All incidents will be recorded and assessed by the DSL using UKCIS recommended processes.
- Pupils will be taught, through PSHE and RSE, about consent, healthy and unhealthy relationships, coercion, digital safety, and the legal consequences of image sharing.
- Parents will be supported through information sessions, letters and guidance on monitoring children’s online activity and reducing risk.

Staff understand that “sexting” behaviours—such as sharing sexual texts, adult pornography, or sexual content without imagery—are not classified as youth-produced sexual imagery. These incidents will be managed sensitively, on a case-by-case basis, in line with the school’s Behaviour Policy, safeguarding procedures and contextual risk assessment.

High Grange’s trauma-informed and ACE-aligned practice ensures that pupils receive emotional support, clear communication, and guidance that builds long-term independence, resilience, and safe decision-making.

12. RELATIONSHIPS AND SEX EDUCATION

High Grange School delivers Relationships, Sex and Health Education (RSHE) in line with the school’s Sexual Health and Relationships Policy, KCSIE 2025, the RSHE statutory framework and our ACE trauma-informed ethos. CSE education is embedded within a broader curriculum that promotes respectful relationships, emotional wellbeing, adaptive decision making and effective communication.

CSE awareness is taught sensitively within RSHE, PSHE, assemblies and wider pastoral work. All teaching avoids stigma, discriminatory language or content that could re-traumatise pupils. Staff remain aware that some pupils and parents may find aspects of the content difficult; therefore, parents are consulted, informed, and supported, and their cultural, religious, and personal context is respected.

The DSL works closely with the Head of Pastoral Care to ensure all content is age-appropriate, SAFE (Sequenced, Active, Focused, Explicit) and trauma-aware. Teachers and support staff are trained to adapt teaching for pupils with SEND, autism, communication differences, or trauma histories, using concrete examples, visual supports, repetition, and pre-teaching where necessary.

KS2 and KS3 curriculum content includes:

- Friendship and positive relationships

- Private body parts and the PANTS/underwear rule
- Appropriate/inappropriate touch
- Keeping safe and recognising unsafe behaviour
- Understanding risks and how to get help

Post-14 and Post-16 content includes:

- Respect, rights and responsibilities.
- Consent and capacity to consent.
- Types of abuse including grooming and CSE
- Identifying unhealthy relationships and coercion
- Sexual bullying, peer pressure, and sexting
- Exploitative situations and personal safety
- Gender stereotypes and equality
- Risk taking behaviours and consequences.

Lessons draw on a range of resources including visuals, story-based learning, discussion, videos, games, and practical activities to meet varied learning needs and support independence, emotional regulation, and adaptive thinking, in line with the ACE ethos.

13. WORKING WITH PARENTS

High Grange recognises parents and carers as essential safeguarding partners. In line with Working Together 2023, the school actively involves parents in understanding risks, recognising signs of CSE, and responding effectively.

The school ensures that parents:

- Understand that CSE and online exploitation can affect any child, including those with SEND or additional vulnerabilities.
- Recognise that exploitation occurs both online and offline.
- Know the warning signs, risk factors, and grooming processes.
- Know how to report concerns and who to contact.
- Are aware of support services available to them and their child.
- Receive emotional support during or after a safeguarding incident.
- Are engaged in RSHE planning and consulted appropriately.
- Feel confident raising concerns which will be taken seriously and responded to promptly.

Parents receive information through meetings, letters, the school website, and signposting to relevant services. The school respects parents' legal right to withdraw their child from elements of RSHE except for statutory science content.

14. REPORTING AND REFERRALS

High Grange School follows national guidance including KCSIE 2025, Working Together 2023/2025, and local safeguarding procedures when responding to concerns about Child Sexual Exploitation.

All staff, pupils and parents know how to report concerns, and information is clearly displayed across the school.

Staff Responsibilities

- Report any concern immediately to the DSL (or Deputy DSL in their absence).

- Record all concerns in writing with factual detail.
- Maintain professional curiosity and avoid assumptions.
- Escalate concerns if they believe a child remains at risk.

Staff maintain a log of suspicious behaviour and submit this to the Principal each half term.

DSL Responsibilities

The DSL conducts an initial assessment to determine:

- Whether school-led early help is sufficient; or
- Whether the threshold for referral to Children's Social Care (Section 17/47) is met; or
- Whether immediate police intervention is required.

If a child is in immediate danger, staff must call 999.

Following assessment, where appropriate, the DSL will facilitate a multi-agency meeting with Children's Social Care, parents/carers, and relevant professionals. All cases are recorded and reviewed regularly.

Legal Duties

High Grange complies with duties under:

- Children Act 1989 & 2004 (Sections 17, 47, 10 & 11)
- Working Together 2025 expectations for collaborative safeguarding
- Multi-agency responsibility for early help and contextual safeguarding

All practitioners must share information lawfully, proportionately and in line with Information Sharing (DfE 2024).

Pupil Awareness

Pupils are taught:

- Who they can talk to
- How to report concerns safely
- That they will be listened to and taken seriously.
- That confidentiality is respected but *never promised*.

Safeguarding is Everyone's Responsibility

Any concern, no matter how small, must be reported. Staff must act immediately.

Useful Contact Numbers

First Contact Team (Social Care) - 01332 786968

Derby Careline (Out of Hours) - 01332 786968

Child Protection Manager - 01332 717818

Derbyshire Police - Emergency - 999

Non-emergency - 101

Police Central Referral Unit - 01773 573606

Child Sexual Exploitation Unit - 01773 572713

Gangs Team - 01773 256918

Sexual Assault Referral Unit - 01733 573840/1

Safe and Sound Derby - 01332 362120

Family Justice Centre - 01332 256897

Victim Support - 01332 349956

Childline - 0800 1111

15. PROVIDING SUPPORT

High Grange School is committed to providing trauma-informed, ACE-aware, and SEND-inclusive support for all pupils who have experienced, or are at risk of, Child Sexual Exploitation (CSE) or Child Criminal Exploitation (CCE). In line with KCSIE 2025, staff recognise that effective support relies on trust, emotional availability, communication, consistency, and adaptive thinking.

All staff receive annual safeguarding and exploitation-specific training, enabling them to understand the impact of trauma and respond sensitively to pupils' emotional, physical and communication needs. Staff work proactively to build safe, nurturing, and positive relationships with pupils, encouraging independence and emotional wellbeing.

Pupils will be reassured that they can talk to trusted adults whenever they feel unsafe. All pupils should be supported to identify at least three adults in school they feel confident approaching with concerns. A listening, non-judgemental culture is promoted across the whole school.

Mentors or emotionally available adults will be allocated to pupils affected by CSE/CCE, providing regular, consistent contact. These relationships help pupils develop self-regulation, resilience, and adaptive decision-making skills in line with High Grange's ACE ethos.

Trained staff will also provide age-appropriate and accessible guidance on:

- Confidential advice and support
- Sexual health and emergency contraception
- Counselling or therapeutic services
- Online safety, exploitation awareness, and healthy relationships

SEND pupils or those with communication differences will receive support adapted to their needs, including visual aids, simplified language, extended processing time, and alternative communication methods.

What should I do if I have concerns about CRE (Child at Risk of Exploitation)?

If you are concerned that a child is being exploited or is at risk of exploitation, you must immediately speak to the school's Designated Safeguarding Lead (DSL), who will consult the *Derby and Derbyshire Safeguarding Children Procedures - Children at Risk of Exploitation (CRE) Procedure*.

For professionals

- Share the concern with the DSL.
- The DSL will consider the threshold, consult statutory guidance, and complete a CRE Risk Assessment if required.

For parents, carers, or young people

You may contact Children's Social Care directly:

- Derby Children's Social Care: 01332 641172
- Derby Careline (out of hours): 01332 956606
- Derbyshire Children's Social Care: 01629 533190
- Police (emergency): 999
- Police (non-emergency): 101

If a child is at immediate risk of harm, always call 999.

CRE Risk Assessment

The Child at Risk of Exploitation (CRE) Assessment Tool must be completed by practitioners to determine the child's risk level in a consistent and evidence-based manner. The assessment must:

- Consider current and historical vulnerability factors.
- Identify CSE and CCE indicators.
- Provide professional analysis aligned with local thresholds.
- Inform decisions about early help, social care referral, or police involvement.
- Support the creation of individual safety plans, disruption strategies, and wider community safeguarding.
- Enable timely action to protect children and disrupt perpetrators.

The DSL will lead the assessment process and coordinate multi-agency planning as required.

16. MONITORING AND REVIEW

This policy will be reviewed annually by the Authorised Individual, in collaboration with the Board of Governors, to ensure it remains compliant with national guidance, including KCSIE 2025, Working Together, and local safeguarding procedures. All staff will continuously monitor the effectiveness of this policy. Any concerns or practice issues must be reported immediately to the Principal or DSL.

After each incident or case involving CSE or CCE, the policy and any relevant individual safeguarding or health plans will be reviewed and updated to reflect lessons learned, emerging patterns or new guidance.

Any updates will be shared promptly with staff, parents, carers, and relevant external partners to maintain a robust, informed safeguarding culture.

Appendix One – Useful Contacts and Links

For Pupils and Young People

Think U Know	This website includes different sections designed for children and young people aged 5-7, 8-10, 11-13 and 14+, ensuring that children and young people are taught about CSE using the appropriate resources and terminology for their age.	For more information visit: https://www.thinkuknow.co.uk/
CEOP	This national crime agency website can be used to make a report when a child is worried about online sexual abuse or the way someone has been communicating with them online.	For more information visit: https://ceop.police.uk/safety-centre/
CSE the Signs	Within this website there is a specific section designed for teaching children about CSE, including in relation to spotting warning signs, developing healthy relationships, staying safe, getting help, and busting CSE myths.	For more information visit: http://csethesigns.scot/young-people/

For Parents

Parents Protect!	A child sexual abuse awareness and prevention website created by the child protection charity Lucy Faithfull Foundation and Stop it Now! Campaign. This site provides information on CSE and where to get help, as well as a list of useful contacts.	For more information call 0808 1000 900 or visit: https://www.parentsprotect.co.uk/home.htm
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CSE the Signs	Within this website there is a specific section designed for parents regarding recognising the signs of CSE, keeping your child safe online and how to access help and support for your child	For more information visit: http://csethesigns.scot/parents/
Safe and Sound Group	This organisation fighting CSE has created a parent support resource pack providing various sources of useful information regarding supporting a child who is a victim of CSE.	For more information, call 01332 362 120 or visit: http://safeandsoundgroup.org.uk/help-support/parents/carers/parent-support-pack/
Safe and Sound	Darley Abbey Mills, East Mill, Derby, DE22 1DZ	Phone number 01332 362120
PACE	(parents against child sexual exploitation)	http://paceuk.info/

For Teachers and Support Workers

Think U Know	This website includes a section specifically designed for teachers which provides information about CSE, advice about teaching children about CSE and a resource library with materials suitable for both primary and secondary aged children.	For more information, visit: https://new.thinkuknow.co.uk/professionals/
It's Not Okay	CSE related website reinforcing the duty of school staff and the role that schools play in the protection of children and prevention of CSE.	For more information, visit: http://www.itsnotokay.co.uk
KidSMART	This online safety website has an area specifically designed for teachers, providing numerous resources to use within the classroom in order to teach children how to use the internet safely.	For more information, visit: http://www.kidsmart.org.uk/teachers/
Think U Know - Video	This CSE related website includes a video resources section which can be used to teach young people about child grooming, online safety and sharing information, such as images of a sexual nature. These resources are best suited for young people aged 12+.	For more information, visit: https://new.thinkuknow.co.uk/professionals/

Home Office (2018) 'Criminal Exploitation of children and vulnerable adults: County Lines guidance'
Home Office (2020) 'Modern Slavery: Statutory Guidance for England and Wales (under s48 of the Modern Slavery Act 2015) and Non-Statutory Guidance for Scotland and Northern Ireland'
NSPCC (2021) 'Criminal exploitation and gangs'
<<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/>>
Safe4Me (2021) 'County lines: criminal exploitation of children'
<<https://www.safe4me.co.uk/portfolio/child-criminal-exploitation-county-lines/>>
The Children's Society (2021) 'Defining child criminal exploitation'
<<https://www.childrenssociety.org.uk/information/professionals/resources/defining-child-criminal-exploitation>>
The Children's Society (2021) 'Spotting and reporting signs of exploitation'
<<https://www.childrenssociety.org.uk/what-we-do/our-work/child-criminal-exploitation-and-county-lines/spotting-signs>>