

NSPCC

**Responding to CSE and
grooming, moving to a
trauma informed
approach**

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EVERY CHILDHOOD IS WORTH FIGHTING FOR

CSE Definition

- Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power or coerces, manipulates or deceives a child or young person under the age of 18 years 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. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology.

Department of Education (February 2017)

SCR Findings

- Professional confusion around sexual activity and consent
- Some children don't recognise they are being exploited
- Few children disclose (although some cases highlight repeated disclosures leading to no action)
- The perception of 'risk taking behaviour' can undermine recognition of the need for protection
- Perseverance is required to engage children
- Carry out early and comprehensive assessment

Myths & Misunderstandings

In pairs think about what you know about CSE and where this source of knowledge comes from.

Then, think about what myths & misunderstanding exist. Try to identify at least 5 examples.



Reality of CSE

- Both males and females can be abused
- Both male and females can abuse
- CSE is not exclusively about adults abusing children
- Children can be causing harm and being harmed
- Can happen solely online or solely offline – or include both (TA-CSA)
- Can involve either groups or individuals
- There is no typical form of CSE
- Both perpetrators or victims can come from any background
- Vulnerabilities aren't always present

Eaton & Holmes, 2017: Research in practice

Identifying CSE

The use of scoring / risk assessments has moved the focus away from professional judgement

Brown et al (2016/2017) reviewed 110 used indicators. Many had little / no evidence.

Factors which correlate:

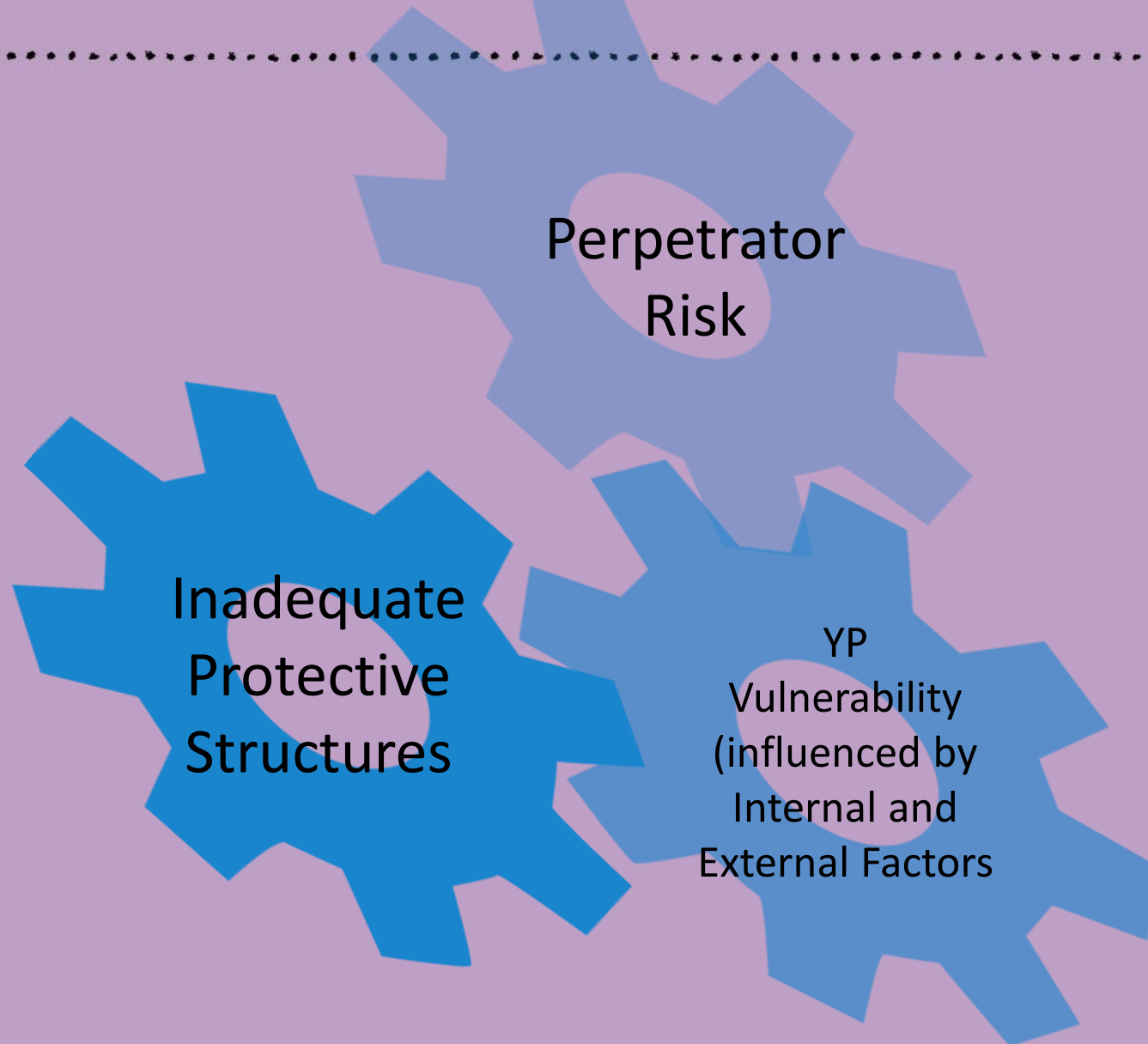
- Previous CSA
- Disability
- Looked after*

There are a number of potential indicators – research evidence is currently weak.

High thresholds for identification / too prescriptive, lack of evaluation.

No child is abused unless a perpetrator is present

Inter-connected conditions for CSE



(Beckett, 2011, 2016)

Grooming

“Grooming is when someone builds an emotional connection with a child (and/or significant adults) to gain their trust for the purposes of sexual abuse or exploitation.”

Perpetrators have a wide range of methods and approaches.

Q) In pairs identify some of these methods e.g. giving attention

Can sometimes gain trust over time – presenting as a partner

Some children are groomed to recruit others

Perpetrators can sometimes create networks of abuse e.g. ‘parties’

Grooming is not linear (targeting – friendship – relationship - abuse)

Grooming is NOT always present in CSA/CSE.

Technology-Assisted CSA

4 potential factors of **online grooming**:

- deceptive trust development
- isolation:
- compliance testing
- sexual gratification

(Lorenzo-Duz and Izura 2017)

Research into young peoples experiences of TA-CSA found:

- Lowered inhibitions
- Powerlessness
- Control of night time space
- Image related blackmail
- impact

(NSPCC, 2017)

Peer on Peer CSE

Historically child protection has focused on abuse by adults

Its estimated that 1 in 4 cases of CSE are peer-on-peer

Those involved are often in the same school / neighbourhood

1 in 5 girls have experience violence from 'boyfriends'

Interconnects with youth violence and teenage relationship abuse

More than 4 in 10 girls aged 13- 17 in have experienced sexual coercion

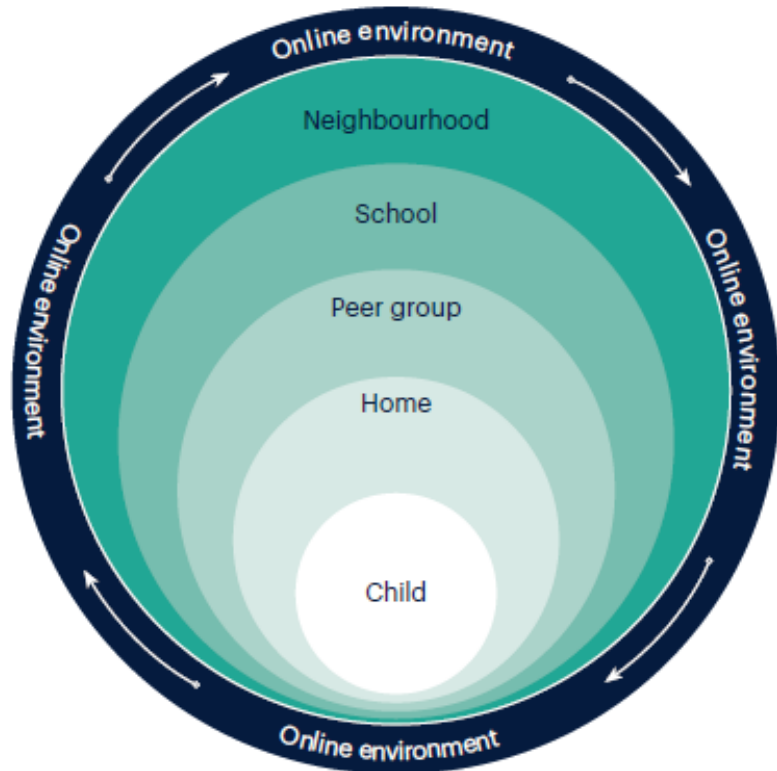
Children can be groomed to abuse their peers

24% girls have been subjected to unwanted sexual touching in UK schools

Responding to CSE concerns

- CSE is a CP issue requiring Prevention, Protection and Prosecution (3 P's)
- Requires multi agency working / localised responses
- Education is a right
- Protection work which works in partnership with child/family
- Disruption of offenders
- Recovery: long term therapeutic support

Contextual safeguarding



Firmin, 2017

Recognises harm outside family home and goes beyond individual risk factors

Target: prevent, identify, assess, and intervene with the social conditions of abuse

Legislation: incorporate extra-familial contexts into child protection frameworks

Partnerships: with sectors/individuals responsible for the nature extra-familial contexts

Outcome measures: monitor outcomes for success in relation to contextual, as well as individual change

Trauma informed approaches

Includes:

- Recognising the signs/symptoms of trauma
- Acknowledging the impact of traumatic experiences
- Actively seeking to avoid re-traumatisation
- Integrating an understanding of trauma in organisational policy and practice

(Hickle 2016)

'don't believe her/him'

'places herself at risk'

not really missing

"Child Prostitution" **"attention seeking"**

"Life style choice"

they are manipulative

"Promiscuous"

"street wise"

'unable to keep themselves safe'

'SHE/ HE LIES' – 'HAS SAID SHE WAS PREGNANT BEFORE'

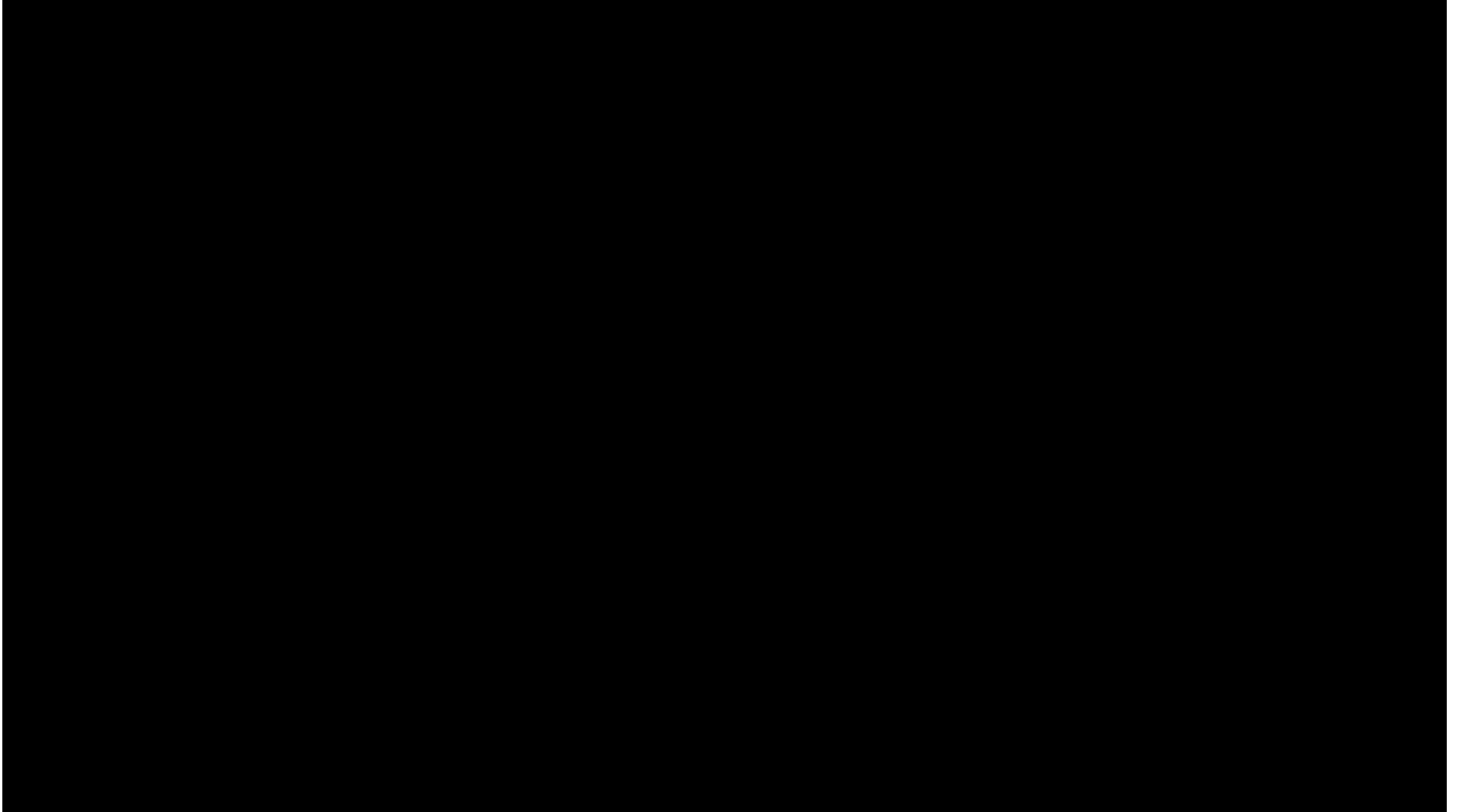
(child aged 14 years) does not care about her own safety and would be willing to put herself at risk of harm.

(Child aged 13 years) is being referred to the P&R service due to concerns about her ability to keep herself safe.

(Child aged 16 years) is engaging with a group of lads who are much older than she is including a 39 year old who buys her things including cigarettes and drinks when on a night out. she has also been staying out overnight and choosing not to tell her parents of her whereabouts.

(Child aged 16 years) – since she was aged 13 she has been in relationships with males 10 years her senior.

Victim Blaming



#nomoreCSEfilms

"Can I tell you what it feels like to sit in a class full of children and be shown videos depicting the most traumatic experience of your life? It feels like your heart is going to thump out of your chest and that you will tremble until you cease to exist. It feels like the world could collapse in on you and that you could explode all at the same time. You're panicking, and you want to scream and cry but you can't because then everyone would know what you are. What happened to you"

"Your videos taught me that the thoughts inside my head were true. That somehow I'd invited it because of the way I looked or acted or was. That the people around me, my friends, my family and my mum would be disappointed and disgusted in me. That they'd whisper and point and think about the ways I could've prevented it. If only I had known. If only I had told someone sooner... Those videos didn't make me aware what was happening to me was wrong. I already knew that. Those videos didn't make the harassment and assaults stop. If anything, they helped them to continue."

Young peoples views

1. We want and need services
2. Show us you care
3. Give us time
4. Share information about us and with us in a responsible and sensitive way
5. Treat us with respect and give us choices
6. Offer us opportunities to develop as people
7. Give us a voice
8. Don't discriminate
9. Try and make sure we see and talk to the same person
10. Stay hopeful – change is possible

CSE Principles Comic Project (2017) University of Bedfordshire

Young peoples quotes from SCR's

- “Suddenly the guys were bringing me stuff. They said how lovely I was. When the grooming started they were so kind and nice. They were a lot older. It was flattering.” (Oxfordshire, 2015)
- “Trust is a real issue. I didn’t trust anyone at first. I needed one person for me, not a big team” (Newcastle, 2018)
- “I drank to forget about things, I drank lots so I couldn’t feel the sex and I’ve never had sex sober” (Calderdale, 2018)

A useful tip

R – Respect: It's difficult for young people to disclose what is happening

A - Approach: Show warmth towards young people, build a relationship

D – Discover: Be pro-active. Stay alert.

A – Ask: Ask questions. Be professionally curious.

R – Respond: Follow safeguarding procedures & reporting. Keep the young person informed & supported throughout.

(Seen & Heard, 2018)

Question time

