

Child Exploitation

A practical guide for
education

“I think the people trying to help us
at a frontline level, did their best”
(Karla)

[Read the joint
statement of
intent agreed by
the OSCB
Partnership](#)

Joint statement of Intent agreed by the OSCB Partnership:

We will work in partnership together with you, your family and all the agencies who are here to support you in Oxfordshire. If you need our help to be and feel safe, we will:

- Ask, not assume, what is happening in your life and what would help;*
- Act by seeking to understand your lived experiences, and work with you;*
- Discuss with you your choices and how you can feel safe and in control;*
- Respect and value you and the people who care about you;*
- Work as a team - with you, your family and each other as professionals - so that everyone's ideas and knowledge are used;*
- Be honest with you and communicate clearly in a way that you can understand;*
- Focus on who and what helps you to feel safe and where you feel safe;*
- Work with you at your pace wherever possible - but if things aren't improving fast enough for you or if we need to immediately protect you, we will act quickly and decisively*

About this guide:

This guide provides information to support children and families who are impacted by exploitation. This could be criminal, sexual, or any other kind of exploitation. It provides support for a coordinated multiagency response to exploitation.

Who made the guide?

This guide was produced by a multiagency project. It links to resources and services available to schools and service which support children and young people. It can be used to support referrals and early intervention work.

Who can make referrals and complete assessments?

Schools and all other partner agencies may use toolkits and make referrals when emerging concerns are identified. [LCSS](#) can support with this.

Can I send in feedback?

This guide will be reviewed regularly. You can send any feedback about this guide to ESAT.safeguarding@oxfordshire.gov.uk

Talk Exploitation

<https://www.oscb.org.uk/safeguarding-themes/child-exploitation-modern-slavery/>

<https://www.childrensociety.org.uk/news-and-blogs/our-blog/speaking-to-children-about-exploitation>

[Restorative Practice and Child Exploitation – A Brief Guide by Pete Wallis](#)

[The Slang Dictionary](#)
<http://paceuk.info/wp-content/uploads/2020/12/Slang-Dictionary-A5-Booklet.pdf>

[APPROPRIATE LANGUAGE](#)
[Appropriate-language-Child-sexual-and-or-criminal-exploitation-guidance-for-professionals.pdf](#)
(researchinpractice.org.uk)
[The-Childrens-Society-Exploitation-Toolkit.pdf](#) (parenta.com) (p.17)

Vulnerabilities, Risk Factors & Early Warning Signs

HOME/FAMILY: this list is not exhaustive

- Neglect and lack of parental boundaries or control
- History of Domestic abuse
- Emotional and Physical harm in the home
- Parents involved in Child Exploitation or criminal activity, can include parents involved with the criminal justice system
- Parental mental health
- Neuro Diversity in parents/carers
- Absence of significant parent/carer
- Deprivation
- Child We Care For
- Young carers
- Financial
- Siblings involved with Child Exploitation
- Family breakdown or breakdown in family relationships
- Bereavement
- Going Missing or returning home late or staying out at night
- Children or young people from affluent backgrounds that may be trying to fit in

[Home](#)

[Behavioural Presentation](#)

[Community](#)

[Education](#)

[Health \(Physical, Sexual & Mental\)](#)

Early Warning Signs

Changes in behaviour, appearance, financial situation and/ or peer group



Vulnerabilities, Risk Factors & Early Warning Signs 1

[Home](#)[Behavioural Presentation](#)[Community](#)[Education](#)[Health \(Physical, Sexual & Mental\)](#)**Early Warning Signs**

Changes in behaviour, appearance, financial situation and/ or peer group

BEHAVIOURAL PRESENTATION: this list is not exhaustive

Withdrawal from friendship groups
Being secretive about where they are going or what they are doing
Police Involvement
Change in mental health
Expression of fear or anxiety
Anger/unpredicted changes in mood
Fighting
Tiredness
Hunger
Wearing layers of clothes
Changing in clothing i.e., more covered up or exposed
Social media profile/multiple profiles
Observed hanging around with older people i.e., late teens, 20+ or significantly younger
Phones or expensive items such as clothes or jewellery that can't be explained
Quick response to text messaging/ phone calls or excessive phone calls and texts/Calls from unknown people/withheld numbers
Seeming anxious
Self-Harm
Refusing searches
Carrying weapons
Change in appearance/character
Non engagement with professionals/parent/Intimate partner violence and controlling relationships

Vulnerabilities, Risk Factors & Early Warning Signs 2

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- [Community](#)
- [Education](#)
- [Health \(Physical, Sexual & Mental\)](#)
- [Early Warning Signs](#)

Changes in behaviour, appearance, financial situation and/ or peer group

COMMUNITY: this list is not exhaustive

- Gang affiliation
- Use of street names or acronyms rather than actual names
- Frequenting potentially dangerous areas
- Evidence of drug dealing: multiple phones/plastic bags/scales/secretcy
- Lack of consequence via Police or agencies
- Being found in areas away from home/out of County
- Unexplained money or debt/wealth
- Living in accommodation that has previously been Cuckooed (the home is taken over and the property used to facilitate exploitation)
- Observed being picked up and dropped off by taxis or unknown adults
- Travel receipts being found
- Association of other children in residential accommodation or unexplained attendance at homes/residential settings
- Anti-social behaviour
- Offending patterns
- Police Involvement
- Possession of hotel keys/cards, or keys to unknown premises/possession of car keys
- Abduction or false imprisonment
- Working illegally

Vulnerabilities, Risk Factors & Early Warning Signs 3

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Sexual & Mental\)](#)

**Early Warning
Signs**

Changes in behaviour,
appearance, financial
situation and/ or peer group

EDUCATION: this list is not exhaustive

Not being on a school roll

Falling out within established friendship groups/change of friendship groups/isolating from others
 Disengagement with hobbies and interests in activities
 Awareness of pupil voice about weekends/evening/holiday anecdotes and rumours
 Behavioural difficulties in schools
 Lack of engagement in school and with school staff
 Suspensions or permanent exclusion
 Child Missing Education/Elective Home Education
 What are other students saying in the school?
 Parents raising concerns
 Poor Attendance or non-engagement in school
 Risk of Not being in Education, Employment or Training (post 16)
 Good attendance but lack of engagement in the school and school staff.
 Leaving School site at lunch time/free periods and returning late or not at all
 Track IT traffic (webpages accessed) and social media traffic for suspicious or negative influences.
 Disguised Compliance
 Undiagnosed Special Educational Needs
 Special Educational Needs

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[Health \(Physical, Sexual & Mental\)](#)

Early Warning Signs

Changes in behaviour, appearance, financial situation and/ or peer group

SEXUAL: this list is not exhaustive

Sexually Transmitted Infection's – continuous and long term
 Unplanned pregnancy/Termination
 Gynaecological complications/undiagnosed pelvic pain

PHYSICAL/MENTAL: this list is not exhaustive

Decreased level of understanding/awareness of health, social and wellbeing , may be due to low attendance in school and missing Personal, Social, Health, Citizenship and Economic Education/Sex Education lessons
 Skin problems
 Self-harm/eating disorders/disordered eating
 Post-traumatic stress/trauma
 Signs of physical assault or unexplained injuries/bruises/broken bones
 Incomplete immunisation schedule or missed health appointments
 Existing health conditions not being managed eg. not taking meds where necessary
 Multiple A&E attendances
 Overdose/s
 Knife wounds/alcohol/substances/drugs/fake drugs or weapons
 Sexual injury, fear of sexual injury, use of terms relating to sexual abuse or injury (e.g. “plugging”)
 Reporting physical abuse or sexual assault
 Increased use of drugs or alcohol
 Nightmares/Insomnia
 Seizures, involuntary movements or other tics – these can be brought on by trauma
 Fabricated or unexplained illness
 Multiple mental health issues - easily tired and tearful, frequent headaches, unhappy or sad, low self-esteem, heightened anxiety, feel permanently damaged, suicidal thoughts/action, substance use and misuse.

Threshold of Needs

What to do and When, to ensure that children and families get the **right support at the right time**

[Oxfordshire Threshold of Needs](#)



Assessment Tools

[Multi-Agency Safeguarding Hub \(MASH\)](#)

Quick link to MASH

How do I assess the level of need?

Remember to consider family and siblings

[OSCB Multiagency Toolkit](#)

quick access to multiple tools

[Child Exploitation Theme on OSCB](#)

includes the screening tool, prompt list, parent's leaflet and resources



[Neglect Theme on OSCB](#)

includes the Child Care and Development Checklist, signs of safety and more

[Locality and Community Support Service](#)

[Early Help Forms and Tools \(Strengths and Needs\)](#)

Prevention/ Pathways

Prevention

Protection

[Locality Community Support Service](#)

[Community Safety Partnerships](#)

[Multi-Agency Safeguarding Assessment Hub](#)

[Youth Justice and Exploitation Service](#)

[Education Safeguarding Advisory Team](#)

[Children Missing or Exploited Panel](#)

[Escalate to School Admission Team if not on a school roll / Admissions Code](#)

[Education Employment and Training Service – Post-16 planning](#)

Family and Sibling Support

[Family Group Conferencing Service](#)

[Early Years Support](#)

[Mental Health Support Teams](#)

[Vulnerable Adults](#)

[School Health Nurse Service](#)

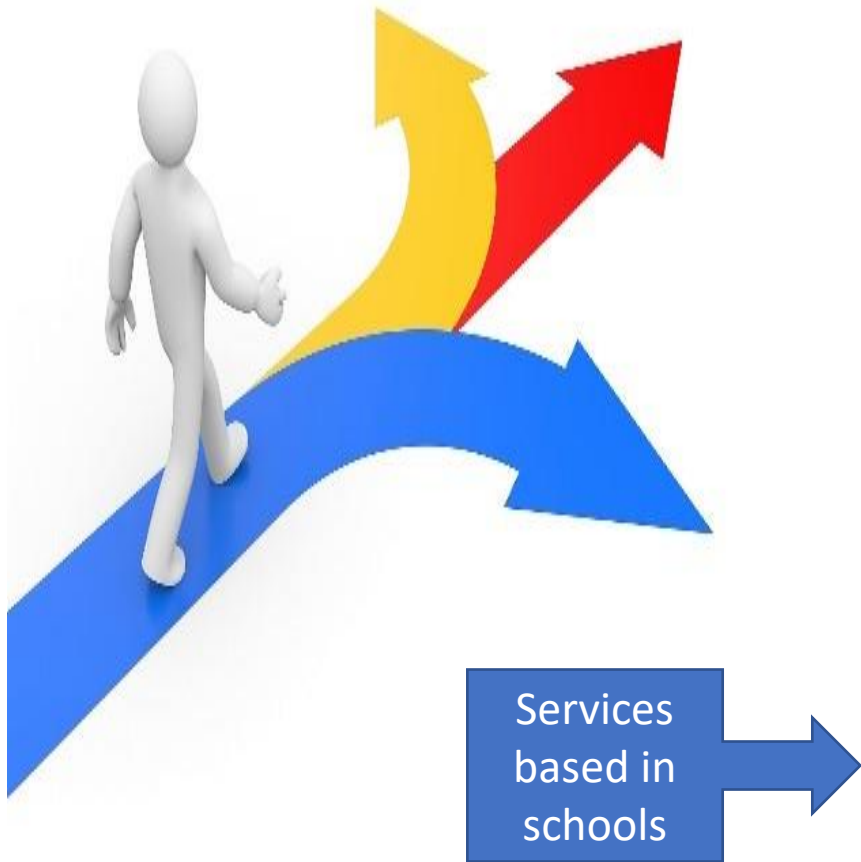
[Adult Social Care](#)

[Targeted Youth Support Service](#)

Home School Link Worker

Pastoral Support

School Assembly



Services based in schools

School Related Support

School Support for Identified Children

[Admission Team](#)

[Curriculum](#)

[Oxfordshire School Improvement Team](#)

[Virtual School for Children We Care For \(0-25\)](#)

[In-Year Fair Access Panel/Exclusion and Reintegration team](#)

[Diversion Work \(Police\)](#)

[Meadowbrook College / Alternative Provision](#)

[Trauma-Informed Training](#)

[School Nurse](#)

Parenting Support (access via [LCSS](#))

Targeted Group Work [FIS](#) or [TYSS](#))

Staff Awareness

[Peer review](#)

[Staff development / Awareness / Mandatory training: Neglect/Safeguarding](#)

[Awareness of Child Serious Case Review Jacob](#)

[The Children's Society | UK children's charity \(childrenssociety.org.uk\)](#)

[Webinars re: Child Exploitation](#)

[Governor training and an identified governor for Child Exploitation matters](#)

<https://www.acesonlinelearning.com/>



Police Related Support

- [Police](#)
- [Violence Reduction Unit \(VRU\)](#)
- [National Referral Mechanism](#)
- [Police in the classroom \(pshe-association.org.uk\)](#)
- [Restorative Justice – Thames Valley Partnership](#)
- Up to date guidance for schools on when to report crime and when Schools/professionals are able to deal with incident themselves:
[2491596 C&YP schools guides.indd \(npcc.police.uk\)](#)

Short video clips:

[Child Exploitation](#)
[Child Exploitation – Dee’s Story](#)
[Drug Exploitation](#)



Community Related Support



[LCSS hold knowledge of local services](#)

- [Aquarius](#)
- [African Families in the UK](#)
- [Ark-T](#)
- [Asylum Welcome](#)
- [Blueprint Project](#)
- [Childline](#)
- [Children Heard and Seen](#)
- [Donnington Doorstep](#)
- [Health and CAMHS / GPs](#)
- [Housing](#)
- [Liaison and Diversion Services](#)



- [Oxfordshire Mind](#)
- [Oxfordshire Youth](#)
- [Parents Against Child Exploitation \(Pace\) UK \(paceuk.info\)](#)
- [Response](#)
- [Safe!](#)
- [SENDIASS](#)
- [Step Out Project / Sunrise Multicultural Project](#)
- [Terrence Higgins Trust](#)
- [Young Minds](#)

Many other support services are listed on the [Family Information Service website](#)



[Think Family](#)



WEST OXFORDSHIRE
DISTRICT COUNCIL

Inclusion in this guide does not represent a recommendation or an endorsement. Please check all organisations are appropriate, safe and suitable for your needs.



Child Specific

[Attendance](#)

Behaviour incidents

[Suspensions/Exclusions](#)

[Anti-Racism](#)

Engagement with school and professionals

Child's Voice

Parental Voice

Reduction of missing episodes

Reduction in Police involvement

Improved family relationships

Improved emotional and physical appearance

Review: Measuring the impact



School Specific

[Sharing best practice around better inclusion](#)

[Improved safeguarding practice](#)

[Increased knowledge and staff training](#)

[Use of screening tools](#)

Commitment to multi-agency working

[Peer Review Presentation](#) and [description](#)

Self evaluation forms and

Best practice sharing between schools

More learning you want to share? Contact

exploitation@oxfordshire.gov.uk

“It was a learning curve for everyone as it was such a new thing” (Karla)

Who made this Guide

This guide was made in response to the [Jacob CSPR](#). It was compiled by Jo Goodey for Oxfordshire Multiagency Children's Services, with contributions from Family Solutions Service, MASH, Schools, Thames Valley Police, Health, Locality Community Support Service (LCSS) and many others.

It is intended for use by Oxfordshire County Council Services for children and young people, including Schools, to support work around protecting children from exploitation and supporting those who are impacted by exploitation.

This guide may be copied and shared to support multiagency work with children in Oxfordshire, and can also be accessed online via the Oxfordshire Safeguarding Children Board Website and [Multiagency Practitioner Portal](#).

The Guide is a living document and will be regularly updated. Please send any updates, case studies and examples of best practice to ESAT.safeguardingchildren@oxfordshire.gov.uk

