



ST. BART'S
MULTI-ACADEMY TRUST

CHILD SEXUAL EXPLOITATION (CSE) POLICY

October 2025

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Flourishing Together Releasing Potential Inspiring Futures

St. Bart's Mission

We ensure that every academy is a flourishing community, dedicated to releasing potential and inspiring ambitious futures through exceptional education.

St. Bart's Vision and Values

Releasing potential together through **PEACE**:



PASSION

We pursue excellence with energy and purpose, releasing the potential within every child and adult.



ENCOURAGEMENT

We nurture confidence and resilience, supporting each individual so that they can thrive.



AMBITION

We set high expectations, striving for fairness and opportunity so that potential is not limited by circumstance.



COLLABORATION

We work together in partnership, recognising that flourishing comes when we share strengths and support one another.



ENJOYMENT

We celebrate learning and community life, creating joy-filled environments where potential can flourish.



Our Trust Christian ethos is captured by the **PEACE** values and all schools work in close partnership (*whether C of E or community*) to ensure that all children, adults and the communities they serve flourish just as Jesus encouraged us to do in John 10:10 - ***"I have come that they may have life, and have it to the full."***

St. Bart's vision includes a strong commitment to preparing our children for a world impacted by climate change, through learning and practical experience. We encourage pupils and staff to consider the impact of their actions locally and globally, while embedding climate change education across our curriculum, and sustainability into our ethos and Trust-wide practice.

Child Sexual Exploitation (CSE) Policy

Statement of intent

St. Bart's Multi-Academy Trust strives to ensure the safety and wellbeing of all pupils across its Academies. To effectively achieve this, staff members in each Academy must safeguard and protect children against Child Sexual Exploitation (CSE).

This policy outlines the Academy procedures for preventing, managing and reporting cases of CSE.

The responsibilities of staff members in relation to safeguarding and protecting children are outlined; including those in relation to the Principal, DSL (Designated Safeguarding Lead) and the Local Governing Committee.

In order to effectively implement this policy and ensure the necessary control measures are in place, parents are responsible for working alongside the Academy to identify concerns and potential risks, to ensure the health and safety of their children.

1. Legal Frameworks

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- Sexual Offences Act 2003
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018 The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- DfE (updated March 2026) 'Working Together to Safeguard Children'
- DfE (2025) 'Keeping Children Safe in Education'
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2024) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'

2. Definitions

Child sexual exploitation is a form of child sexual abuse. It occurs 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. 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.


Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice.

3. Child Sexual Exploitation

- can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year-olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual.
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity.
- can take place in person or via technology, or a combination of both.
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Child sexual exploitation is a complex form of abuse, and it can be difficult for those working with children to identify and assess. The indicators for child sexual exploitation can sometimes be mistaken for 'normal adolescent behaviours. It requires knowledge, skills, professional curiosity and an assessment which analyses the risk factors and personal circumstances of individual children to ensure that the signs and symptoms are interpreted correctly, and appropriate support is given. Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don't comply (all of which are common features in cases of child sexual exploitation) consent cannot legally be given whatever the age of the child.

One of the key factors found in most cases of child sexual exploitation is the presence of some form of exchange (sexual activity in return for something); for the victim and/or perpetrator or facilitator.



Where it is the victim who is offered, promised or given something they need or want, the exchange can include both tangible (such as money, drugs or alcohol) and intangible rewards (such as status, protection or perceived receipt of love or affection). It is critical to remember the unequal power dynamic within which this exchange occurs and to remember that the receipt of something by a child/young person does not make them any less of a victim. It is also important to note that the prevention of something negative can also fulfil the requirement for exchange, for example a child who engages in sexual activity to stop someone carrying out a threat to harm his/her family.

Whilst there can be gifts or treats involved in other forms of sexual abuse (e.g. a father who sexually abuses but also buys the child toys) it is most likely referred to as child sexual exploitation if the 'exchange', as the core dynamic at play, results in financial gain for or enhanced status of, the perpetrator.

Where the gain is only for the perpetrator/facilitator, there is most likely a financial gain (money, discharge of a debt or free/discounted goods or services) or increased status as a result of the abuse.

If sexual gratification, or exercising power and control, is the only motive of the perpetrator, this would not normally constitute CSE but will be responded to as a different form of child sexual abuse and dealt with in line with the **Child Protection and Safeguarding Policy**.

Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.

4. Links to other types crime

Sexual exploitation can have links to other types of crime. These include:

- Child sexual trafficking.
- Child grooming
- Domestic abuse.
- Digital abuse
- Exchange
- Sexual violence in intimate relationships.
- Grooming (including online grooming);
- Abusive images of children and their distribution.
- Drugs-related offences.
- Gang-related activity.
- Immigration-related offences; and
- Domestic servitude.

5. Vulnerabilities

The following vulnerabilities are examples of the types of things children can experience that might make them more susceptible to child sexual exploitation:

- **Family/Home Instability:** Domestic abuse, parental substance misuse, mental health issues within the home, or breakdown of family relationships.
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Previous experience of physical, emotional, or sexual abuse, or neglect.
- Low self-esteem, social isolation, difficulties at school, or lack of a safe, supportive network.
- Recent bereavement or loss.
- Social isolation or social difficulties.
- Absence of a safe environment to explore sexuality.
- Economic vulnerability.
- Poor mental health, self-harm, or suicidal thoughts.
- Homelessness or insecure accommodation status.
- Poverty, homelessness, or financial desperation.
- Connections with other children and young people who are being sexually exploited.
- Family members or other connections involved in adult sex work.
- **Group Vulnerabilities** such as young carers, disabled children, or those exploring their sexuality without support.
- Misuse of drugs or alcohol.
- Children in residential care or foster care are particularly vulnerable.
- Sexual identity.
- Frequently going missing from home or care.

6. Roles and Responsibilities

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play and all Academy staff will undertake their responsibilities with due diligence to this policy and all safeguarding and child protection policies.

Early sharing of information is key to providing effective help where there are emerging problems. As above, it is essential to have in place effective child protection services and procedures for sharing information. For guidance on sharing information, which includes a myth-busting guide, see *Information Sharing: Advice for practitioners* providing safeguarding services to children, young people, parents and carers. Wherever possible practitioners should share confidential personal information with consent. However, where there are concerns that a child is suffering, or is likely to suffer, significant harm, practitioners should be willing to disclose information without consent where the public interest served by protecting the child from harm outweighs the duty of confidentiality.

Safeguarding children is everyone's responsibility. As above, all practitioners should assume that in the course of their work with children they will encounter children at risk of sexual exploitation. All practitioners working with children and families need to **know where to get help:** Local multi-

agency safeguarding arrangements will set out the process for referring concerns about the welfare of children to local authority children's social care. Anyone can make a referral and ask for advice. If a child is in immediate danger the police should be contacted.

Any practitioner working with a child who they think may be at risk of child sexual exploitation should follow the guidance set out in Working Together to Safeguard Children 2023 and share this information with local authority children's social care. You should refer any concerns about a child's welfare to local authority children's social care. If you believe a child is in immediate risk of harm, you should contact the police.

- All practitioners working with children and families should respond in ways that are:
- **Child-centred:** recognising children and young people's rights to participate in decisions about them in line with their maturity and focusing on the needs of the child. Other considerations, such as the fear of damaging relationships with children or adults, get in the way of protecting children from abuse and neglect. Practitioners should view a referral as the beginning of a process of inquiry, not as an accusation. Victims may be resistant to intervention, and some may maintain links with their abusers, even after attempts to help protect them.
- **Trust and Consistency:** Establish trust before trying to change a child's perception of their experiences, and ensure consistent, long-term support workers to avoid re-traumatization.
- **Developed and informed by the involvement of a child's family and carers wherever safe and appropriate:** a holistic assessment will take account of the wishes and feelings of children and the views of their parents/carers.
- **Responsive and pro-active:** everyone should be alert to the potential signs and indicators of child sexual exploitation, as well as other forms of abuse, and exercise professional curiosity in their day to day work. It is better to help children and young people as early as possible, before issues escalate and become more damaging.
- **Multi-Agency Collaboration:** Police, health, social care, and voluntary sectors must work together to share information, map risks, and disrupt perpetrators.
- **Relationship-based:** practitioners should establish and maintain trusting relationships with children and young people, and continue to exercise professional curiosity and create safe spaces for disclosure; and
- **Informed by an understanding of the complexities of child sexual exploitation:** it is important to avoid language or actions that may lead a young person to feel they are not deserving of support or are in some way to blame for their abuse.
- **Non-Blaming Language:** Avoid language that implies the child is complicit or responsible, focusing instead on the actions of the perpetrators.
- **Trauma-Informed Care:** Recognise that challenging or risk-taking behaviour is often a form of communication signalling trauma and distress.

The **Local Governing Committee** has a duty to:

- Ensure that the Academy complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures, and training opportunities in the Academy relating to CSE are effective and compliant.

The **Principal** has a duty to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the Local Governing Committee, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Ensure staff have a sufficient awareness of the signs and indicators of CSE, and how to manage potential cases.

The **DSL** has a duty to:

- Secure access to CSE related resources and attend any relevant training courses.
- Ensure that staff members receive safeguarding training, including that in relation to CSE, on a regular basis

Other staff members have a responsibility to:

- Follow the procedures outlined in this policy and the school's other policies relating to safeguarding and child protection.
- Understand and recognise the signs of CSE.
- Read Annex B of KCSIE if they work directly with pupils, which contains additional information on CSE.

7. Managers and Strategic Leaders

Local authorities have overarching responsibility for safeguarding all children in their area. Their statutory functions under the 1989 and 2004 Children Act(s) include specific duties in relation to children in need and children suffering, or likely to suffer, significant harm (under sections 17 and 47 of the Children Act 1989).

Local agencies, including the police and health services, also have a duty under section 11 of the Children Act 2004 to ensure they consider the need to safeguard and promote the welfare of children and young people when carrying out their functions.

Under section 10 of the Children Act 2004, these agencies are required to cooperate with local authorities to promote the wellbeing of children and young people in each local authority area. Practitioners are responsible for ensuring they fulfil their role and responsibilities in a manner consistent with the statutory duties of their employer.

An effective local multi-agency plan to combat child sexual exploitation requires clear leadership, guidance and support, delivered according to the overarching Working Together principles. It requires contributions from all multi-agency partners in accordance with local multi-agency arrangements. The effectiveness and implementation of multi-agency plans and arrangements to tackle child sexual exploitation should be monitored by the Local Safeguarding Children Board or its successor body. This should include ensuring joint-agency training is available.


8. Effective Responses

- Is collaborative and multi-agency (including statutory, voluntary and community sectors) with clear roles and responsibilities and clear lines of communication and accountability.
- Has clear and purposeful leadership across local safeguarding partners.
- Is locally informed and based on an up-to-date understanding of the local problem profile, but also informed by national learning.
- Is underpinned by effective information sharing and intelligence sharing. All multi-agency partners should follow the guidance set out in *Working Together to Safeguard Children* (updated March 2026) , for example taking part in strategy discussion and child protection conferences.
- Locates child sexual exploitation within a wider context of risk and harm and moves beyond a case-by-case response to identify wider patterns of concern.
- Encompasses preventative, protective (immediate safeguarding) and responsive approaches, focusing on both victims and perpetrators (and recognising the potential for overlap between the two);
- Provides help and ongoing support that is responsive to individual need, strengths-based in approach and available over the longer-term (recognising that disclosure, resilience-building and recovery can take time);
- Focus on risks in the child's wider environment, such as peer groups, schools, and neighbourhoods, rather than just within the home.
- Do not wait for formal disclosure to act; share intelligence on potential risks, such as suspected locations or vehicles.
- Supports staff to 'work with risk,' where required, to support a young person to become an active partner in their recovery and reintegration and achieve longer term meaningful change rather than temporary enforced compliance.
- Provides a response to children and young people with harmful sexual behaviours that recognises their vulnerabilities and needs, is holistic and provides early help and specialist services to these children and young people and their parents/carers; and
- Provides a system for flagging or applying appropriate markers on to systems to ensure effective record keeping and retrieval and assist information sharing (this should be based on the policy definition of child sexual exploitation and not just the criminal offences of that name).
- Treat families as partners, educating them on grooming processes and supporting them to keep children safe.
- Actively work to disrupt perpetrator activity through information sharing and, where necessary, criminal justice proceedings.

9. Working with families

Treat families as partners, educating them on grooming processes and supporting them to keep children safe.

Parents and carers can feel excluded in work with children and young people who are, or who are at risk of being, sexually exploited by perpetrators external to the family. Where assessment shows it is



safe and appropriate to do so, parents and families should be regarded as a part of the solution. It is crucial to work with them not only to assess the risks of harm faced by the young person or child but to help them understand what the young person has experienced, the risks they face and how they can be supported and protected. The parents may need direct support and help to improve family relationships and keep their child safe.

The Academy will ensure that parents:

- Understand the risks of CSE and recognise that the issue is something that could affect their child.
- Understand that CSE can occur both online and offline.
- Know the warning signs of CSE.
- Know how to report any concerns that they may have.
- Know where to go for support if their child has been the victim, or is the suspected victim, of CSE.
- Are reassured that a range of services will, as appropriate, work with them to try to protect their child.
- Can access support to manage the emotional impact of CSE on their child and themselves.
- Can access support that is tailored to their specific circumstances, e.g., support that recognises culture or faith.

Parents will be provided with the contact information of relevant services and outside agencies via the Academy website.

Parents will be made aware of whom to report concerns to within the Academy, via information posted on the Academy website.

Parents' concerns will always be listened to and taken seriously.


Parents will be consulted regarding the content of pupils' RSE, including that in relation to CSE, and their views will be listened to and valued.

The Academy respects the legal right of parents to withdraw their child from all or part of the RSE programme, including that regarding CSE, except for the statutory parts included in the science national curriculum.

10. Staff Training

All staff members will undergo safeguarding and child protection training at induction, which will be regularly updated as required, but at least annually or whenever there is a change in legislation.

Where appropriate, training sessions will be provided to parents to help combat CSE at all levels within the Academy community.



When planning training, the DSL and Principal will take the context of the Academy into consideration, ascertaining whether there are specific issues which need to be addressed as a priority.

During staff training, the following issues will be addressed:

- Recognise early warning signs and indicators of CSE
- Understand the risk factors and vulnerabilities of CSE
- Protecting and supporting pupils
- Procedures for reporting suspected cases of CSE
- Information sharing protocols
- Facilitating conversations with pupils and parents about CSE

All staff members will be trained to respond to concerns in ways that are:

- Child-centred.
- Developed and informed by the involvement of the child's family, where appropriate.
- Respond appropriately to disclosures
- Respond and be pro-active.
- Relationship-based.
- Follow safeguarding procedures
- Informed by an understanding of the complexities of CSE.
- Work effectively with multi-agency partners

11. Effects of CSE

CSE can have long-lasting effects on a child and the Academy is committed to early identification to reduce these effects.

All staff members will be made aware of the effects and signs of CSE in order to aid early identification.

Staff members are aware that CSE can affect every aspect of a child's life, including, but not limited to, the following:

- Physical (including sexual) and mental health and well-being.
- Education and training and therefore future employment prospects.
- Family relationships.
- Friends and social relationships, current and as adults; and
- Their relationship with their own children in the future.

12. Consensual and non-consensual sharing of indecent images and videos

The Academy will ensure that staff are aware to treat the consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual images) as a safeguarding concern.

The consensual and non-consensual sharing of indecent images and videos does not include the sharing of sexual photos and videos of those under the age of 18 with or by adults. This is a form of child sexual abuse and must be referred to the police.

Sending and receiving sexually explicit messages or images is a serious offence and is often a primary method utilised by CSE offenders to communicate with victims.

The sharing of nudes and semi-nudes will be handled as a child protection issue in line with the **Child Protection and Safeguarding Policy**.

As part of their training, staff members will be able to identify instances of sexting and will be made aware of the necessary procedures to follow and the need to inform the DSL immediately if they are made aware of any such incidents.

The dangers of sexting will be taught alongside CSE in the PSHE (Personal Social and Health Education) curriculum and RSE (Relationship, Sex Education) curriculum, to convey to pupils how the two are linked and why they are dangerous.

Pupils will be made aware that, regardless of age, the police consider sexting amongst people under the age of 16 a criminal offence.

Parents will be informed via letters home and parent meetings about the dangers of sexting and the appropriate safety measures to be implemented.

13. Online Safety

Online safety is embedded throughout the curriculum, with teaching always made appropriate to pupils' ages and developmental stages; however, it is particularly addressed in the following subjects:

- RSE
- Health Education
- PSHE
- Citizenship
- Computing

Pupils are taught the underpinning knowledge and behaviours that can help them to navigate the online world safely and confidently regardless of the device, platform, or app they are using.

The underpinning knowledge and behaviours pupils learn through the curriculum include the following:

- How to evaluate what they see online
- How to recognise techniques used for persuasion
- Acceptable and unacceptable online behaviour
- How to identify online risks
- How and when to seek support

The Academy recognises that, while any pupil can be vulnerable online, there are some pupils who may be more susceptible to online harm or have less support from family and friends in staying safe online, e.g., pupils with SEND and LAC. Relevant members of staff, e.g., the SENDCO and designated teacher for LAC, will work together to ensure the curriculum is tailored so these pupils receive the information and support they need, and the DSL will be involved with the implementation of the Academy's online safety curriculum.

Through training, all staff members will be made aware of the following:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online
- The procedure to follow when they have a concern regarding a pupil's online activity

Further information regarding the Academy's approach to online safety can be found in the **Online Safety Policy**.

Where pupils need to learn online from home, the Academy will support them to do so safely in line with the **Acceptable Use Policy including Remote Online Learning Policy**.

14. Relationships and Sex Education

Pupils will be taught about CSE in line with the Academy's **Relationships and Sex Education Policy**.

CSE will be addressed as part of a wider programme of work regarding relationships and sex education (RSE), as well as part of PSHE.

The Academy is dedicated to delivering these programmes of work with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

The Academy understands that the teaching of some aspects of the programmes may be of concern to parents; therefore, parents will be involved in the curriculum planning process, ensuring that what is taught and how it is taught does not cause distress to parents or pupils.

Pupils will be made aware of the dangers of CSE, along with how to spot the signs and symptoms of CSE. The DSL will work in conjunction with the RSE/PSHE subject leader to ensure that age-appropriate lessons are devised.

Teachers will consider the feelings of pupils who may have been traumatised by similar incidents in their past when teaching about CSE.

Sensitivity will be given to the age and cultural background of pupils.

Where possible, CSE education will build on existing topics that pupils may already be aware of.

Only age-appropriate topics will be taught.

Throughout every year group, age-appropriate resources, such as diagrams, videos, books, games, discussion and practical activities, will be used to assist learning.

Teachers understand that they may need adapt their planning of work in order to appropriately deliver the programme to pupils with SEND.

15. Reporting and Referrals

If a member of staff has any concern about a child's welfare, or suspects that a pupil is at risk of, or has been the victim of CSE, they will act on them immediately by speaking to the DSL or a deputy.

All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in the **Child Protection and Safeguarding Policy**. The DSL will provide staff members with clarity and support where needed. Where staff have concerns about CSE or an allegation is made about another member of staff, this should be reported to the Principal. If there is a conflict of interest in reporting the matter to the Principal, it should be reported directly to the LA designated officers (LADOs).

In all cases, the reporting and referral process outlined in the **Child Protection and Safeguarding Policy** will be followed accordingly.

If a pupil is in immediate danger, a referral will be made to Children's Social Care Services (CSCS) and/or the police immediately.

When making a referral to CSCS or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.


The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, to ensure the wellbeing of the pupils involved.

The DSL will work closely with the police to ensure the Academy does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.

The Academy will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by CSCS.

Where CSCS decide that a statutory investigation is not appropriate, the Academy will consider referring the incident again if it is believed that the pupil is at risk of harm.



Where CSCS decide that a statutory investigation is not appropriate and the Academy agrees with this decision, the Academy will consider the use of other support mechanisms, such as early help and pastoral support.

At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so. The Academy will ensure that the pupil's wishes are always considered, and that there are systems available for pupils to provide feedback and express their views.

Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm.

The Academy will work closely with parents to ensure that the pupil, as well as their family, understands that the arrangements in place, such as in-school interventions, are effectively supported and know where they can access additional support.

All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL and recorded on CPOMs.

When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed.

All safeguarding and child protection concerns, including those in relation to CSE, will be dealt with in line with the procedures outlined in Academy policies, most notably the **Child Protection and Safeguarding Policy**.

16. Providing Support

Staff members will undergo safeguarding training on at least an annual basis so that they can fully understand the needs of a pupil that has experienced CSE and provide effective support.

Staff members will build trusting relationships with pupils which reinforce positive relationships.

Pupils will be reassured that they can talk to staff members if they feel unsafe.

A listening culture within the Academy will be actively promoted by all staff members.

Mentors will be allocated to pupils who have experienced CSE, and frequent contact will be maintained in order to develop a trustworthy and consistent relationship.

17. Monitoring and Review

This policy is reviewed **annually** by the Trust.

The effectiveness of this policy will be monitored and evaluated by all members of staff. Any concerns will be reported to the Principal immediately.

18. Useful Contacts and Links

For pupils

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/>

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>

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/parentscarers/parent-support-pack/>

For teachers

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. <https://www.thinkuknow.co.uk/professionals/>

It's Not Okay

A 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>

ChildNet

This online safety website has an area specifically designed for teachers, providing numerous resources to use within the classroom to teach children how to use the internet safely. For more information, visit: <https://www.childnet.com/teachers-and-professionals>



ST. BART'S

MULTI-ACADEMY TRUST

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