Young people and sexual exploitation

Resource pack

Could you spot the signs?
ACKNOWLEDGMENTS:

The New Futures Project
Leicestershire Safeguarding
Leicester & Leicestershire Community Safer Sex Project

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My dangerous Loverboy – love or lies Education resource pack

www.mydangerousloverboy.com

This resource aims to promote and support the Child Sexual Exploitation Campaign –
Can you spot the signs
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Introduction

This resource pack can be used with young people at risk of sexual exploitation and those who are being sexually exploited. The aim is to enable young people to consider the issues and risks around child sexual exploitation identify risky situations and learn to build appropriate strategies to be able to keep themselves safe.

Learning Outcomes:
This resource will help raise awareness of young people and sexual exploitation, trafficking and unhealthy/exploitative relationships. Young people will be able to learn how to identify risky situations and learn how to keep themselves safe. Asdan accreditation can be used with this pack.

What is child sexual exploitation?
The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child’s immediate recognition; for example being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidations are common, involvement in exploitative relationships being characterised in the main by the child’s or young people’s limited availability of choice resulting from their social/economic and/or emotional vulnerability.

DSF, 2009

Who is at risk of sexual exploitation?
Young people who are socially, emotionally and economically vulnerable are at particular risk of sexual exploitation. Work with sexually exploited young people highlights that their vulnerability results from a range of underlying risk factors, characterized by negative childhood experiences including: physical and sexual abuse, neglect and emotional abuse, domestic abuse, parental drug/alcohol misuse, parental mental health problems or family breakdown. Immediate risk factors are characterized by problems young people may be experiencing in the present, including: going missing, care or foster placement breakdown, disengagement from education, drugs/alcohol, homelessness, peers’ involvement in sexual exploitation, sometimes including prostitution, association with ‘risky’ adults or sexually identity issues (especially amongst young men).

Sex Education forum (fact sheet 37)
My story

My name is Aminah and I am 18 years old. My story begins when I was 13 years old and I was taken into care, due to circumstances at home becoming too much for my mother to cope with. I was moved into an all girls’ Children’s Home.

This is where it all started. The girls I lived with were all working as prostitutes. Seeing them, I started to learn how they went about doing it all! I then went out by myself to Kent Street in Leicester and to my surprise an older man asked me how much I was charging. I blagged it and I got in his car. He drove me to some dingy alley way and I done the deed and was paid. The feeling of having the money for doing something like that was not worth it at all! I felt dirty and ashamed every time I did it. It got worse this feeling of disgust in myself. So I started to do it more for the money so I could drink until I remembered nothing. Then I began smoking weed.

It all seemed to spiral out of control so quickly. My mum had stopped me seeing my brothers and I stopped going to school. I started to become dependent on weed to help me sleep at night and drink to forget everything I was feeling and experiencing. But come the morning my problems all seemed a million times worse and the hangover didn’t help!

Then I was moved out of Leicester for my own safety. I began to rebuild my life and change. I went back to school and got my GCSEs. My mum let me see my brothers again. They had grown so much. I was proud of myself for the first time in my life. I got help to get rid of all of my negative emotions. Now I’m working a full time job in a nursery and I love it!

The point of me telling of my journey is to show and explain to you that it may seem worth it in the short run with the money and feeling ‘loved’ but long term being a prostitute broke me down so much and could have ruined my life. I realized that my ‘controllers’ didn’t love me or want the best for me, they were using me and this took a long time for me to recognize. But I fought to change this cycle and to become a better person. I know

I was the lucky one to escape a life of a prostitution and exploitation.

At the time I knew of 4 young girls that had been beaten, raped and drugged. To me the bad outweighs the good; it’s not worth it and it’s better to speak to someone early about what’s happening in your life and make it stop before it begins.

I hope you gain some inspiration from my story.

AMINAH
Session 1

Self esteem, body image, who is at risk of sexual exploitation?

2.5 hour session

• **Ground Rules & Confidentiality.** Resources required - flipchart paper, blutack, marker pens and the corporate Confidentiality statement. Ask the group to shout out and agree their ground rules for the day, write on the flipchart paper and stick up on the wall, invite students to add any further ground rules throughout the day if they wish to.

• **Ice Breaker game (get to know one another)**

  Resources required - Ball or bean bag – Ask the group to stand in a circle and instruct them to gently throw the ball to each other asking the one that catches the ball to share something about themselves that they are happy to share in a group. It does not need to be anything personal and only information that they are comfortable to share, ensure the ball is only thrown to someone that has not had a chance to share.

  This ball game gets the group familiar with one another and also evokes conversations about their personal likes, hobbies, family etc.

Self esteem – Handout 1 – Relationships and me

• Self esteem body image and reality –

  Body map – Resources required - flipchart or wall paper and coloured marker pens. Split the group into 2 smaller groups and give each group a long piece of paper. Ask the groups to agree within their own group who will lie down on the paper and allow someone to draw around the outline of their body. Ask the groups to then, within their own group, give the body a gender, a name, an age and an ethnicity and write those details outside of the outline of the body. Ask the groups to imagine what is going on in this imaginary person’s life. For example, from the head….they may be happy/sad/confused/angry. Ask the groups to give the imaginary person some “extras” which may help to reflect what type of person it is. For example, they may be carrying a mobile phone.

  Ask each group to nominate a spokesperson to feed back the characteristics and circumstances of the imaginary person to the other group and discuss.

  (Photograph flipchart activity for each folder)

Who is at risk of sexual exploitation?

Group to complete Handout 2 and discuss their created imaginary person. Resources required - catalogue, glue, scissors, pens & paper
Handout -1

Relationships and ‘ME’

Ask the group to complete the TRUST Activity worksheet (below) by putting their name in the middle of the inner circle and then working out from the inner circle, plotting family/friends/teachers/social workers/carers/youth workers/preachers etc. with the closest people nearest to the inner circle and least closest being put on the outer circle.

TRUST Activity

‘Who am I closest to?’

---

My name
Who is at risk of sexual exploitation?

Vulnerability factors (information from the New Futures Project):

- Running away from home
- Drug and alcohol abuse
- Associating with unfamiliar adults
- Associating with peers who are socializing with adults
- Going to parties where there are older people
- Staying out late and hanging out in risky areas
- Wearing sexualized clothing and behaving in a sexualized manner
- Unsafe use of technology (internet and mobile phones)
- Getting into vehicles driven by unknown adults

Exercise:

Individuals to cut and paste an image of a young person and create a life: family background, emotional state, peer group, siblings, etc....explain on your picture why you think your young person might be at risk of sexual exploitation.

On the other side of the paper create another image of a young person who you feel would not be at risk of sexual exploitation and explain why you feel they are not at any risk.
Session 2
Myths, reality and statistics and male/female exploitation

2.5 hour session

• **Ground Rules & Confidentiality.** Resources required - flipchart paper, blutack, marker pens and the corporate Confidentiality statement. Ask the group to shout out and agree their ground rules for the day, write on the flipchart paper and stick up on the wall, invite students to add any further ground rules throughout the day if they wish to.

• **Myths**
  Complete Handout 3 questionnaire with young people, this will identify what they know/don’t know and also their beliefs of myths

• **Reality and statistics and male/female exploitation**
  Discussion activity – ask the group to evidence thoughts, answers and questions on flipchart paper.

**Facts:**

• **Gender** – UK and child trafficking records evidence more female victims of exploitation than male. Females tend to be exploited for use in sexual exploitation whereas males are largely exploited in cannabis cultivation. Both genders are equally exploited in other forms of exploitation e.g. Benefit fraud, criminal activity, domestic servitude, and manual labour.

**Child Trafficking Exploitation Type (Stats from CEOP):**

• **Benefit Fraud** – Children are trafficked into the UK for the purposes of benefit fraud. Exploiters will traffic children into private fostering arrangements in order to claim benefits.

• **Criminal Exploitation** – Children are trafficked into the UK for forced criminality. The victims are exploited by being coerced into committing crimes, including shoplifting and pick-pocketing, for the financial gain of exploiters. All victims involved in this form of criminal exploitation were from Eastern European countries.

• **Domestic Servitude** – Victims of this type of abuse can often be used as modern-day slaves and are often kept away from school and health services, limiting possible interactions with professionals who are in a position to identify safeguarding concerns. This form of trafficking is very well hidden and difficult to expose.

• **Manual Labour** – Children are exploited into agriculture, construction, hospitality, massage parlours and in nail bars. They often work long hours in poor conditions for the exploiters.

Could you spot the signs?
### Myths questionnaire

<table>
<thead>
<tr>
<th>Questions</th>
<th>Yes</th>
<th>No</th>
<th>Answer (YP write in the correct answers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is child exploitation illegal?</td>
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<tr>
<td>2. Does it only affect girls?</td>
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<td>3. How many children and young people affected by sexual exploitation do you think Barnardo's worked with last year? …500?</td>
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<td>4. Is the average age of victims 16?</td>
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<td>5. Do perpetrators groom their victims on the internet, social network sites?</td>
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<td>6. Can relationships built with the perpetrator be ‘consensual’ with informal exchanges of sex for attention, accommodation, gifts, cigarettes, drugs etc.?</td>
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<tr>
<td>7. Are victims the most vulnerable young people in our British society?</td>
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<tr>
<td>8. Are victims also from abroad? (child trafficking)</td>
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<tr>
<td>9. Were there 202 children identified as trafficked into and within the UK from Jan 2011 – Sept 2011?</td>
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<tr>
<td>10. Did the highest numbers of trafficked children come from African countries?</td>
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</table>
Handout 3

Myths questionnaire – answers
facts sourced from Barnardo’s and Child Exploitation and Online Protection (CEOP)

1. **YES** -  
   Child exploitation is illegal; it is a form of child abuse. However the number of children who are victims of sexual exploitation is likely to be much higher than reported as many would not be confident enough to report for fear of not being believed, or under the illusion that they are in a ‘relationship’ with the perpetrator.

2. **NO** -  
   Child exploitation affects girls and boys.

3. **NO** –  
   Not 500…..Barnardo’s (the biggest charity working with and supporting children and young people who have been or are being exploited) worked with 1,200 children and young people who had been sexually exploited.

4. **NO** –  
   The average age of victims has dropped from 15 to 13 over the last few years. Barnardo’s has identified children as young as 10 who have been subjected to sexual exploitation.

5. **YES** –  
   With young people having access to social media sites, using this as a route to making friends and building new relationships, many with people they have never met before or know little about. This opens up the risk of grooming and/or befriending with intent to exploit the most vulnerable young people.

6. **YES** –  
   Many of the victims may believe they are in a ‘loving relationship’ with the perpetrator who may themselves be of a similar age to the victim or a few years older. The victim may ‘fall’ for the ‘loverboy’ believing him/her to be committed to them. Grooming can be in the form of gifts, partying, alcohol, accommodation, drugs, attention etc.

7. **YES** –  
   Perpetrators will seek out their victims - usually the most vulnerable who may have negative experiences such as abandonment, disrupted family, parental drug or alcohol misuse, no strong friendship groups, domestic violence, physical or mental abuse and loneliness. Children in the care system are particularly targeted.

8. **YES** –  
   Victims of child exploitation are also trafficked from abroad. Child Exploitation and Online Protection Centre (CEOP) reported that from January 2011 to September 2011, 67 children from African countries have been trafficked into the UK. This included victims from Nigeria, mostly girls trafficked for the purposes of sexual exploitation. 63 children from Asian countries were trafficked into the UK, including 48 victims from Vietnam who were mostly boys trafficked for purposes of labour exploitation and cannabis cultivation. 4 victims were from China. 50 children from Eastern European countries trafficked mostly for the purposes of benefit fraud and criminal exploitation, including victims from Bulgaria, 23 from Romania and 12 from Slovakia.

9. **YES** –  
   202 Children have been identified as trafficked into the UK over the period January 2011 to September 2011.

10. **YES** -  
    67 children from African countries have been trafficked into the UK, this included victims from Nigeria, mostly girls trafficked for the purposes of sexual exploitation.
CONSENT………..So, what does that mean anyway??

England and Wales

The age of consent to any form of sexual activity is 16 for both men and women. The Sexual Offences Act 2003 introduced a new series of laws to protect children under 16 from sexual abuse. However, the law is not intended to prosecute mutually agreed teenage sexual activity between two young people of a similar age, unless it involves abuse or exploitation.

Specific laws protect children under 13, who cannot legally give their consent to any form of sexual activity. There is a maximum sentence of life imprisonment for rape, assault by penetration, and causing or inciting a child to engage in sexual activity. There is no defence of mistaken belief about the age of the child, as there is in cases involving 13-15 year olds (Sourced Family Planning Association (FPA) Website).

Consent - Consent is clear, knowing, and voluntary. Consent is active, not passive. Effective consent can be given by words or actions, as long as those words or actions create mutually understandable clear permission regarding willingness to engage in (and the conditions of) sexual activity.

Non-Consensual Sexual Contact - is any intentional sexual touching, however slight, with any object, by a person upon a person, which is without consent and/or by force. Sexual contact includes intentional contact with the breasts, buttocks, groin, or genitals, or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts; any intentional bodily contact in a sexual manner.

Non-Consensual Sexual Intercourse - is any sexual intercourse, however slight, with any object, by a person upon a person, which is without consent and/or by force. Intercourse includes vaginal penetration by a penis, object, tongue, or finger, anal penetration by a penis, object, tongue, or finger, and oral copulation (mouth to genital contact or genital to mouth contact), no matter how slight the penetration or contact.

Sexual Exploitation occurs when a person takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited.
Examples of sexual exploitation include, but are not limited to:

- Invasion of sexual privacy;
- Prostituting another person;
- Non-consensual taking of pictures, video recording, and/or audio recording of a sexual activity;
- Non-consensual distribution of pictures, video recording, audio recording, or live-streaming of a sexual activity;
- Allowing third parties to observe sexual activities without consent;
- Engaging in voyeurism;
- Knowingly transmitting an STI or HIV to another person;
- Exposing one's genitals in non-consensual circumstances;
- Inducing another to expose their genitals;

Debate topics:

"We were both drunk and she was giving me signs that she was up for it"

"She looked older"

"I don't remember if I had sex"

"I didn't know I could say ‘NO’" (YOUNG MALE)

"It just happened at a party, I don't remember if I was asked"

"I didn't have a choice"

"He said he loves me"
Healthy relationships

- **Ground Rules & Confidentiality.** Resources required - flipchart paper, blutack, marker pens and the corporate Confidentiality statement. Ask the group to shout out and agree their ground rules for the day, write on the flipchart paper and stick up on the wall, invite students to add any further ground rules throughout the day if they wish to.

**Healthy Relationships.**
- Using paper, glue, magazines, scissors, glitter etc., ask individuals to create their ideal boyfriend/girlfriend listing their best qualities, what they like about them, what they feel is important in a good relationship, how they would like to be treated, what makes a loving relationship, whether good looks are important, etc.

Discuss good relationships using the following prompts:
- Caring and not pushy
- Attentive
- Loving
- Respectful
- Not forcing
- Not controlling
- Communicates
- Understanding
- Good with your friends
- Thinks of you
- Asks you how you feel
- Doesn’t degrade you or put you down
- Turns up when you make arrangements to meet
- Doesn’t talk about your private relationship to friends…..boasting
- Gentleman
- Thoughtful
- Cuddles

**Family/parental Relationships**
On flipchart paper ask group to shout out who they feel most closest to e.g. carer, parent, grandparents, teacher etc. explain the importance of building positive supportive relationships in your life.
Relationships and boundaries

Make a list of what emotions/feelings/issues make a positive relationship, and what makes a negative relationship.

Rules for good boundaries in relationships:-

• Length of time
How long have you known this person? Is it beneficial to know people for longer? How long before a stranger becomes a friend? How do you decide?

• Knowledge about other person
What do you really know about the other person? How do they react when you say “no” to something they ask? How do they handle frustrations and disappointments? How do they express anger? How do they treat their parents/other people? How do they speak about and treat the other gender?

• Sharing activities
How many different activities have you shared? How has doing these things helped you to get to know them?

• Amount of self-disclosure
How much personal information have you shared with them? How much have they shared with you? Are you comfortable with sharing? Is the sharing equal?

• Different life experiences
What has this person experienced in life? How has this affected him/her? Do they understand your experiences?

• Role appropriate
Some roles aren’t compatible for relationships, for example teacher/student, doctor patient, carer/dependent

• Age appropriate
What age ranges are appropriate and inappropriate within relationships? What does the Law say? What level of commitment should be expected at what age?
How do people violate boundaries

- Interrupting a conversation
- Taking someone’s things without asking
- Teasing or making fun
- Asking very personal questions
- Telling other people stories about someone
- Telling other people private information that you’ve told them in confidence
- Making someone uncomfortable by always being around or invading their personal space
- Saying or doing things that are offensive or vulgar
- Using inappropriate language or touching
- Using emotional blackmail
- Extreme mood swings
- Inconsistent responses (never knowing where you stand)
- Not allowing privacy or individual pursuits

**Group/individual discussion and think about:-**
- How does violating someone’s boundaries hurt that person?
- If someone is constantly violating your boundaries what should you do?
Session 4

Staying safe and minimising risks

2.5 hour session

- **Ground Rules & Confidentiality.** Resources required - flipchart paper, blutack, marker pens and the corporate Confidentiality statement. Ask the group to shout out and agree their ground rules for the day, write on the flipchart paper and stick up on the wall, invite students to add any further ground rules throughout the day if they wish to.

- **Staying safe and minimising risks** - resources required flipchart paper & pens

A good night out activity

**Aim:** To plan their own night out and consider the safety/risks factors. Young people will learn the importance of thinking ahead to help avoid risky situations and keep themselves safe from harm.

**Activity:** Divide into smaller groups; give each group a sheet of flipchart paper and pens. Ask each group to decide on their night out activity e.g. going to a party, cinema, clubbing, and consider what they should do to ensure they have a safe night out. On the flipchart papers ask the groups to identify any ‘risky situations’ that could occur during their night out and then ask them to identify steps they would take to reduce those risks.

**Prompts:**

- Who you going with? Where you going? How you getting there?
- Have you told someone where you are going and who with?
- Do you have enough money?
- What time will you be home? How will you get home?
- Have you or your friend(s) got a mobile phone? Have you left the number at home for parents/carer? Do you or have you checked with your friend that you have credit on your phone?
- Are you going anywhere afterwards?
- What if the night is a disaster? What is your backup plan?
- How will you let home know that you are ok?
- How are you getting home?

Ask the group to feedback and discuss the risk factors and ‘keeping safe’ strategies.
## Staying safe and minimising risks

Cut out and laminate cards, split group into smaller groups and ask them to place cards into two piles: ‘risky’ and ‘less risky’

<table>
<thead>
<tr>
<th>Getting into a car with someone you know</th>
<th>Getting into a car with someone you don’t know</th>
<th>Accepting a drink from someone you don’t know on a night out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Going into a house you haven’t been to before</td>
<td>Meeting someone you know</td>
<td>Meeting someone you don’t know</td>
</tr>
<tr>
<td>Kissing someone you don’t know</td>
<td>Going to a house you have been to before</td>
<td>Kissing someone you do know</td>
</tr>
<tr>
<td>Unprotected sex with someone you don’t know</td>
<td>Unprotected sex with someone you do know</td>
<td>Going out alone during the day</td>
</tr>
<tr>
<td>Getting a taxi alone at night</td>
<td>Getting a taxi with friends</td>
<td>Accepting gifts from someone you have just met</td>
</tr>
<tr>
<td>Giving someone you have just met and don’t know your mobile phone number</td>
<td>Putting your mobile phone number on a social networking site e.g. Facebook</td>
<td>Going to a pub/nightclub in your own town</td>
</tr>
<tr>
<td>Going to a pub nightclub in a different town</td>
<td>Talking to someone you don’t know</td>
<td>Protected sex with someone you don’t know</td>
</tr>
<tr>
<td>Going back to some one’s house that you have just met on your night out</td>
<td>Arranging to meet up with someone you have just met on a social network site e.g. Facebook</td>
<td>Drinking alcohol with peers you have just met</td>
</tr>
<tr>
<td>Drinking alcohol with friends in a safe environment</td>
<td>Taking free drugs off someone you have just met</td>
<td>Arranging to meet someone you fancy from a night out the next day</td>
</tr>
</tbody>
</table>

**Give extra paper and pens:** young people can add more risky and less risky situations
Session 5

Unhealthy/exploitative relationships -
The tell-tale signs

2.5 hour session

- Ground Rules and Confidentiality. Resources required - flipchart paper, blutack, marker pens and the corporate Confidentiality statement. Ask the group to shout out and agree their ground rules for the day, write on the flipchart paper and stick up on the wall, invite students to add any further ground rules throughout the day if they wish to.

Barnados - Tell-Tale signs: (sourced from Barnados ‘Puppet on a string’ resource)

There are a number of tell-tale signs or indicators that a child is being groomed for sexual exploitation; ask the young people to complete Handout 4 and list what they think they could be?

- Disengagement from Education: young people who are not in school during the day may be more at risk of sexual exploitation. Children who are becoming involved in this activity may begin to skip school or become disruptive and secretive.

- Appearing with unexplained gifts or new possessions: children who appear to have new clothes, jewellery, mobile phones or money that cannot plausibly be accounted for.

- Peers and friends: association with other young people involved in exploitation and with older boyfriends/girlfriends.

- Sexual Health issues: a history of unprotected sex leading to sexually transmitted infections or inappropriate sexual behaviour.

- Changes in temperament/depression: mood swings or changes in emotional well-being can be related to being involved in sexual exploitation.

- Drug and alcohol misuse: this may leave children more vulnerable to sexual exploitation, and abusers may use drugs and alcohol to help control children.

- Displaying inappropriate sexualised behaviours, such as being over-familiar with strangers or sending sexualised images via the internet or mobile phones.

- Involvement in exploitative relationships or association with risky adults

There are additional signs that might indicate that a young person is a victim of complex or organized sexual exploitation. A young person may describe being taken to different towns or districts, or they may be found in areas with which they have no known connection. Young people may also make reference to risky adults who appear to be connected to each other.
Handout 4

Tell-tale signs

There are a number of tell-tale signs or indicators that a child is being groomed for sexual exploitation - Can you list them.

For example, the young person may go missing for long periods of time or regularly return home late, appears to be unhappy and lonely, can be flattered and seduced by the attention of streetwise adults who appear to sympathise with them.
Session 6

Stereotypes and media stories of CSE

2.5 hour session

- **Ground Rules & Confidentiality.** Resources required - flipchart paper, blutack, marker pens and the Corporate Confidentiality statement. Ask the group to shout out and agree their ground rules for the day, write on the flipchart paper and stick up on the wall, invite students to add any further ground rules throughout the day if they wish to.

**Media stories:**

‘East Enders: Whitney’s Story’

Television soap, East Enders, supported raising awareness of sexual exploitation: Whitney’s Story.

The soap not only reflects the character’s own downward spiral after she becomes distanced from family and friends, but tackles a problem faced by young women in the UK today - sexual exploitation.

East Enders shows the length at which the male character targets and befriends Whitney, making her believe he is her boyfriend and is only looking after her. He then entraps her into a world of prostitution, brainwashing her into thinking he loves her.
Local Leicestershire stories in the national papers

Underage Sexual grooming five arrested in Leicester

Leicester, UK (January 19, 2013)—Police investigating the alleged sexual assault and grooming of a 16-year-old Sikh girl have arrested five men and a youth of Pakistani origin. The investigation was launched after her family and the Sikh community raised concerns about her welfare.

This morning, five men, aged 20, 22, 25, 27 and 39, and a 15-year-old boy, were arrested from different addresses in Leicester. All remain in police custody while inquiries continue.

The UK Sikh community has been concerned about this issue since the early 1990s. However the issue has only recently been acknowledged by the mainstream media and some politicians. In November 2012, the Sikh Awareness Society (SAS) interviewed, Times newspaper journalist, Andrew Norfolf, on the issue of the heinous crime of sexual grooming of young girls by gangs, particularly from Pakistani origin, in the UK. From Mr Norfolf’s extensive ongoing investigations it appears that racially motivated grooming of girls by groups of Pakistani Muslim men stems from 1990s onwards and is being underplayed by the Police, media and politicians fearing political correctness.

Detective Chief Inspector Andy Sharp, who is leading the investigation, said: “These kinds of investigations are extremely complex and it’s important we are thorough with all our inquiries. Every piece of information or evidence needs to be looked at in detail and this means it could well be a lengthy investigation.

Also, the victim and her welfare is a key priority for us. We will continue to work with her, at a pace she is comfortable with, in order to support her through this process.”

A police spokesperson said: “Local officers continue to link in with residents and community leaders, who are supportive of the police investigations.”

Case studies by Barnardo’s charity

Sophie’s story
Sophie was 13 when she first met her abuser, at a family party. He said he was 18 – but it turned out that he was 34, with a criminal record.

“It seemed so innocent at first”, Sophie says

The guy took her to the cinema, bought her thoughtful presents and paid her the attention she had never experienced.

“But then he started to change. He got more aggressive and bad things started happening. He’d hit me, but the next day say he was sorry. I’d always forgive him. He started taking me to parties, he’d give me drink and we’d stay out all night.

“The parties got worse and so did the way he treated me. At first I’d fight back, but it was really hard. Then one night at a party, he took me and some friends upstairs. He made me do things that I didn’t want to do. I was frightened.” she says.

At first Sophie had told her mother that she was staying over with friends. She regularly got grounded, but would then run away to be with her ‘boyfriend’.

Her relationship with her mother was deteriorating rapidly and she had started to go missing for days on end.

But Sophie’s regular episodes of running away hadn’t gone unnoticed. Her mother had reported the incidents to the police and they became concerned at her relationship with the older man. They alerted the local Barnardo’s Child Sexual Exploitation Project.

“From then on, every time I went missing the project worker came out to me. She told me straight what he was doing and how it was not only me, but my family that was at risk. Gradually, I began to see what was happening – and that I needed to get out,” Sophie says.

With the help of Barnardo’s, Sophie plucked up the courage to tell her abuser to leave her alone. It wasn’t easy; he followed her, left messages and intimidated friends. But with the support of Barnardo’s and the police she was able to escape.

“Barnardo’s helped me realise what was happening and then they helped me escape. The worker helped me mend the broken relationship with my mum and get the whole family back on track,” Sophie explains.

Sophie wants to use her experience to help others. She hopes to be a child psychologist one day and is working as a mentor to other young people at the Barnardo’s project.
Emma’s story

Unloved, lonely and isolated, Emma was targeted by an abuser. Emma thinks she was seven or eight the first time it happened.

“I don’t like to remember, it hurts. But I do know that after that I started behaving badly at school, I didn’t want to go and I didn’t want to talk to anyone. It felt like my ability to speak had been taken away. I couldn’t form any real relationships and I ended up running away when I was 14. I was sleeping rough and staying on friends’ sofas.

“Everyone had let me down and I didn’t want to get hurt anymore. I met an older man who I believed loved me and all I wanted was to be loved by someone.”

The man Emma met and believed to be her ‘boyfriend’ was in his early 30s. He showered her with attention, gifts, alcohol and drugs.

“I really thought he loved me, I would have done anything for him.”

Soon the ‘boyfriend’ began using violence and finally he forced Emma to sleep with different male friends.

“I just hoped that one day one of the men would want to save me. But it never happened.”

Eventually Emma was ‘passed-on’ to a new predatory adult, who trafficked her around the country for the purpose of sexual exploitation.

“I got taken to flats, I don’t know where they were, and men would be brought to me. I was never given any names and I don’t remember their faces. Eventually, I was taken up north somewhere and locked in a flat. They forced me to sleep with loads of men. I felt sick.”

Emma managed to run away and was found by the police, but she was too distressed to give her story. However, the police put the young girl in touch with a Barnardo’s worker, who managed to gain her trust and slowly Emma began to reveal her true story.

“The project worker stood by me, talking to me, advising me. She seemed to care so I began to let her in. She helped me to look at what I had got, not what I hadn’t got, and to remember there is always a light at the end of the tunnel.

“My worker said if I let my past ruin my future, I’d be letting all those bad guys win and she was right. Because of her advice and belief in me I have never given up.”
Tim’s story

Tim grew up in a supportive and caring family. But at the age of 14 he started to become depressed, turning to alcohol and self-harm. His self-esteem suffered and he became vulnerable and confused. Tim was the perfect target for abusive men, intent on the sexual exploitation of children.

“At the age of 14 I told my school friends I was gay. But it was okay, I wasn’t bullied, being gay wasn’t an issue. I had some issues with depression and started to self-harm.

“At this time a good friend asked me to go to meet a guy he’d met on the internet. I didn’t really think much of it and went along. The guy was in his 20’s.

We were taken to a flat and whilst I sat watching the TV, they both went off into the bedroom.”

Tim didn’t want to get involved, but meetings with the man continued. He and his friend were offered alcohol and drugs. The boys felt like they were being treated as adults: in fact they were being groomed for sexual exploitation.

“Before I knew it I was involved and being introduced to lots of men who wanted sex. If I tried to say ‘no’ I got hurt. It got so bad my body is now physically scarred.”

Tim was now drinking heavily and taking drugs to block out the reality of the situation. He hit the lowest point and wanted to end his life.

“I got introduced to Barnardo’s around the time of my 16th birthday. I was at rock bottom, being abused by different men, drinking heavily and taking more and more drugs. I had such a low opinion of myself that I couldn’t think of anything else except not living.

“It’s not an exaggeration to say that if Barnardo’s hadn’t come along, I would have intentionally or unintentionally killed myself. I wasn’t a human being anymore. I was drugged and drunk – just a shell.”

Tim was supported by one of Barnardo’s specialist child sexual exploitation services. His worker helped Tim gain the confidence to escape the abuse and begin to rebuild his future.

Today, Tim’s life is turned around. He has a flat, a job and a long term boyfriend. Essentially, he’s back on track and now his life, family and career are good.
Session 7

Sexual Health and safe sex

2.5 hour session

• **Ground Rules & Confidentiality.** Resources - required flipchart paper, blutack, marker pens and the corporate Confidentiality statement. Ask the group to shout out and agree their ground rules for the day - write on the flipchart paper and stick up on the wall, invite students to add any further ground rules throughout the day if they wish to.

• **What are sexual health services** – young people to shout out what they think they are? (Evidence on flip chart paper e.g. School Nurse Sexual Health Service, GP, contraceptive services, youth workers, Choices

• **What is safe sex, safe from whom?** (What is the legal age for sex, when is the right time, delay, relationships positive/negative,

• **Young People, Sex and the Law Quiz** – Community Safer Sex Project
Young People, Sex & the Law Quiz – Community safer sex project

1. **What can a 16 year old legally do?**
   a. Marry or enter into a civil partnership with parental consent
   b. Change their doctor
   c. Decide their own medical treatment without parental knowledge
   d. Consent to heterosexual sex
   e. Consent to homosexual sex
   f. Vote
   g. Carry a donor card
   h. Buy cigarettes
   i. Buy condoms
   j. Buy a copy of “Razzle” from WH Smiths

**Answers:**

a) A 16-year-old can marry or enter into a civil partnership with parental consent, in England, Wales or Northern Ireland. He/She can at 16 without parental consent in Scotland.

b) and c) A 16-year-old can change his/her doctor and decide on her/his own medical treatment without parental knowledge. The Family Law Reform Act (and HC(90) 92 Health Service Management Patient Consent to Treatment or Examination) provides that a minor 16 and over can give consent to treatment. However it should be noted that it does not state, or even imply, that a minor who is under 16 cannot give a valid or independent consent. “If a minor aged under 16 is sufficiently mature and comprehending, valid and independent consent may be given.” (See section on Contraception, young people and the law.)

d) and e) A 16-year-old can enter into a sexual relationship with members of the opposite sex in England, Wales, Scotland and Northern Ireland.

The age of consent for sex between men is 16 in England, Wales, Scotland and Northern Ireland. The age was reduced from 18 under the Sexual Offences Amendment Act 2000.

Note: The 1967 Sexual Offences Act legalised male homosexuality in Britain and set the age of consent at 21. The Policy Advisory Committee on Sexual Offences (1981) recommended that the minimum age for homosexual relations be lowered to 18. In February 1994 the House of Commons, in a free vote, reduced the age of consent for gay men to from 21 to 18. The House voted against equalising the age of consent at 16. Labour introduced an age of consent amendment to the Crime and Disorder Bill which passed through Parliament with a large majority, but in July 1998, the Lords threw it out. Labour reintroduced the measure as the Sexual Offences (Amendment) Bill in the 1998-99 parliamentary sessions, which the Lords defeated for a second time in April 1999. The government reintroduced the legislation again in the 1999 session, which the Lords threw out for a third time in November 2000. The Government invoked the Parliament Acts of 1911 and 1949. On 28th November 2000 the age of consent was equalised within the Sexual Offences (Amendment) Act 2000.

All offences, except rape, within the Sexual Offences Act 2003 apply to both men and women and the age of consent to sexual acts is 16. Therefore the age of consent for homosexual acts for women is 16.

f) A 16-year-old cannot vote

g) To register yourself for organ or tissue donation in England, Wales & Northern Ireland you must be 18 (In Scotland it is 12). Parents can register their children.
h) Children and Young Persons Act 1933 / Children and Young Persons (Protection from Tobacco) Act 1991 / Children and Young Persons (Sale of Tobacco etc.) Order 2007

Under this legislation, it is an offence to sell cigarettes, tobacco products or cigarette papers to anyone under 18, even if they look older. This applies whether or not the cigarettes are for the young person's own use. It is also an offence to sell cigarettes unless they are in quantities of 10 or more and in their original packaging. This means that packets of cigarettes cannot be split to sell lesser quantities.

i) There is no legal age limit on purchasing condoms

j) There are several 'men's mags' that are sold at the discretion of the shop keeper

2. **If a doctor agrees to contraceptive treatment or an abortion for a person under 16s, s/he is legally bound:**

   a. to tell the parents
   b. to tell their head teacher
   c. to inform the police
   d. none of the above

   **Answer:** None of the above

Contraception, under 16s and the law –

In England, in 1982 Mrs Victoria Gillick sought a High Court ruling against her local area health authority and the DHSS to prevent advice being given to her daughters without her consent. The case was dismissed, but the appeal court overturned this in 1984, judging parental consent to be important. An appeal to the House of Lords resulted in DHSS guidance being reinstated in 1985 and the production of guidelines, known as the Fraser Guidelines, which apply in England & Wales.

The Fraser Guidelines specifically refer to contraception but the principles also apply to other treatments, including abortion. They refer to doctors and other health professionals in England & Wales. Provided the health professional is satisfied that the young person is competent to understand fully the implications of any treatment and to make a choice of the treatment proposed. The health professional must establish that the following criteria are met:

- ✓ The young person understands the advice (competence)
- ✓ The young person cannot be persuaded to tell their parent or carer, or to allow the worker to tell the parent or carer that they are seeking contraceptive advice
- ✓ The young person is likely to begin or continue to have sex with or without contraception
- ✓ The young person’s physical and mental health is likely to suffer unless he/she receives contraceptive advice/treatment
- ✓ It is in the young person’s best interests to give them contraceptive advice/treatment

3. **Under the Sexual Offences Act 2003 young people under 13 can no longer expect to get confidential contraceptive advice and treatment**

   True ❑ False ❑ Maybe ❑

   **Answer:** False

4. **Teachers cannot teach about homosexuality because of section 28 of the Local Government Act 1988:**

   True ❑ False ❑ Maybe ❑

   **Answer:** False
Since November 2003 Section 28 of the Local Government Act (1988) was removed from the statute book after much campaigning to repeal it.

For vulnerable and looked after children and young people, in the Children Act 1989, the section Enabling young people to build and maintain relationships with others: sexual relationships it states ‘The needs and concerns of gay young men and women must also be recognised and approached sympathetically’. In the section “Enabling young people to develop their self-esteem” it states ‘Gay young men and women may require very sympathetic carers to enable them to accept their sexuality and to develop their self-esteem.’

5. A young person who is under 18 having sex with someone under 16 will be automatically committing a sexual offence under the Sexual Offences Act 2003:

True ❐  False ❐  Maybe ❐

Answer: Maybe

The age of consent remains at 16. It is not intended that the law should be used to prosecute mutually agreed teenage sexual activity between to young people of a similar age, unless it involves abuse or exploitation.

Where the two parties are close in age and the sexual activity is mutually agreed, a prosecution may be less likely to be in the public interest than if one party is much older than the other. Where both parties are particularly young, for example, under 13, it may be more appropriate to draw the children to the attention of Social Services rather than to pursue a prosecution. However, such decisions are a matter for the Crown Prosecution Service, and need to be assessed on a case by case basis.

The aim of the law is to protect the safety and the rights of young people and make it easier to prosecute people who pressure or force others into having sex they don't want. Forcing someone to have sex is a crime. (Teenage Pregnancy Unit and Home Office Guidance)

6. It is illegal for a step sister to sexually touch a step brother when they are both 16:

True ❐  False ❐  Maybe ❐

Answer: True, if they live in the same house – changes at 18

Section 26 – Inciting a child family member to engage in sexual activity is an offence in the Sexual Offences Act 2003. It is an offence for a person intentionally to incite a child family member (defined in section 27) aged under 18 either to touch A or to allow himself to be touched by A, where the touching is sexual. The meaning of touching covers all forms of physical contact including sexual intercourse. Whether or not the child consented to the incitement, or the activity being incited is irrelevant.

Family relationships are defined as: parent, grandparent, brother, sister, half-brother, half-sister, aunt or uncle, is or has been a foster parent.

Adoptive parents fall into this category as an adoptive child is the child

7. If a person is 17 it is legal for them to pose for commercial pornographic pictures:

True ❐  False ❐  Maybe ❐

Answer: False, they must be 18

Owning pornography showing adults is legal, as long as its legal pornography.


Provisions from these acts which have been retained are that it is illegal to:

• Take, allow to take, or make any indecent photograph or pseudo photograph of a child
• Distribute or show such photographs
• Have these photographs in your possession with a view to them being shown or distributed
• Publish or cause to be published anything advertising the distribution of these images
A pseudo photograph is ‘an image, whether made by computer graphics or otherwise howsoever which appears to be a photograph’.

This provision also applies to downloading pornographic material from the internet, since such computer generated images are now regarded as photographs by virtue of s84(3)b of the Criminal Justice and Public Order Act 1994.

**Owning pornography of adults who look like children is illegal.** This amendment to the Protection of Children Act 1978 was brought in under Criminal Justice and Public Order Act 1994. A couple of cases have come to court to this but it has gone into the realm of judgement, i.e. whether a reasonable person would say that it was a person under 16.

The main change to these provisions through the Sexual Offences Act 2003 is the age of the child. This has been extended to 18. Therefore with the provision above a reasonable person would have to say now that the child was under 18.

Sending pornography through the post is illegal under The Post Office Act 1953.

8. **Grooming a child or young person under 18 with the intention of meeting for sex, even if a meeting never takes place, is a child sexual offence:**

   | True | False | Maybe |
---|------|------|------|
   |   |   | |
   **Answer:** True

**Section 14: Arranging or facilitating the commission of a child sex offence**

Section 14 makes it an offence for a person intentionally to arrange or facilitate any action which he intends to do, intends another person to do or believes that another person will do, in any part of the world, which will involve a child under any of sections 9 – 13.

An example of the first two limbs of the offence is where an adult approaches an agency requesting the agency procure a child for the purpose of sexual activity with either himself or a friend. Arrangements might be made over the internet or by telephone but can also result from personal contact between one person who wants to find a child to abuse and another who is contact with a child or children.

An example of the third limb of the offence is where the adult (A) intentionally drives another person (B) to meet a child with whom he knows B is going to engage in sexual activity. A may not intend B to have sexual activity with the child, but he believes that he will do so if he meets that child. Another example might be where one person offers a bedroom in his house to friends or associates for the purposes of having sex with a particular child or children.

The offence is committed whether or not the sexual offence takes place. For example a prosecution could still be pursued where the police, acting on intelligence in order to safeguard a child, apprehend the offender before a substantive sexual offence has been committed. Similarly, a prosecution could still be pursued where a person had arranged the procuring of a child, but where the child was not delivered, or where a person had given permission for his premises to be used for sexual activity with a child, but circumstances prevented the activity from taking place. Where the police have set up sting operation and an offender contacts them believing they are offenders who can procure him a child for sexual abuse, but no real child is actually involved, an attempt at the Section 14 offence might be charged.

The activity can be arranged or facilitated to take place anywhere in the world, provided that the activity is an offence under the law in the country where it takes place, as well as in England, Wales and Northern Ireland, and that the offender is a UK citizen or resident. The arranging or facilitating must take place in the UK. An example would be where a person resident in England uses the internet to arrange for a child to be provided for sexual activity with himself or a friend on a forthcoming visit to Thailand.

The offence of meeting a child following grooming etc. is complimented by the civil Risk of Harm Order (RSHO) provided for by sections 123 to 129 of this Act. Whereas the grooming offence requires the adult to travel to meet or to meet the child intending to commit a sexual offence against them, the Risk of Harm Order requires that the adult has engaged in sexual explicit conduct or communication with the child on at least two occasions but not that the adult must travel to meet or meet the child intending to commit an offence. However, unlike the offence, the content of the communication must be sexually explicit for an order to be obtained. The court can make the order containing restrictions on the defendant’s
behaviour where it believed it necessary to do so to protect the child or other children, from harm caused by the defendant engaging in further sexually explicit conduct or communication. For further information on RSHOs please see guidance on Part 2 of the Sexual Offences Act 2003, which is available on the Home office Website at http://www.homeoffice.gov.uk/.

(Home Office Guidance)

9. It is legal to buy the sexual services of someone aged 16:

True ❏  False ❏  Maybe ❏

Answer: False

- Paying someone money for sex or for a sexual act is not illegal as long as the payee is over 18
- Being paid for sex or a sexual act is not illegal in itself but pimps can be charged with living off immoral earnings
- Offering sex for money would only be illegal in certain circumstances such as soliciting
- Asking for sex for money would be illegal if it constituted kerb crawling

Prostitution in itself is not illegal but certain specific offences relating to prostitution are. There are currently more than 35 provisions relating to the trade.

‘Prostitute’ is defined as ‘ a person (A) who on at least one occasion and whether or not compelled to do so, offers or provides sexual services to another person in return for payment or a promise of payment to A or a third person.’

The Sexual Offences Act 2003 has made most offences around prostitution gender neutral – e.g. soliciting and kerb crawling, and has again raised the age of the child to 18.

10. Professionals working with young people have the same legal rights to have sexual intercourse with anyone over 16 as any other member of the community:

True ❏  False ❏  Maybe ❏

Answer: False

Professionals and positions of trust:

Under the Sexual Offences (Amendment) Act 2000 it became an offence for a person over 18 who was in a position of trust in relation to someone under 18, to have sexual intercourse (vaginal or anal), or engage in any other sexual activity with them.

This has been re-enacted in the sexual Offences Act 2003 and the roles extended.

Factors for defence are: he did not know and could not reasonably be expected to know the age or that he was in a position of trust re: that person and he were legally married to that person, or if the ‘offence’ occurred before the commencement of the act, or a teacher who meets in a bar, and subsequently has sex with, a six form student who he is not aware attends the school at which he teaches.

Positions of trust include, for example, employment in a residential care home or detention centre or in an educational establishment.

The offence covers all children under 18, however it is principally designed to protect young people aged 16 & 17 who, ever though they are over the age of consent for sexual activity, are considered to be vulnerable to sexual abuse and exploitation from particular classes of persons who hold a position of trust or authority in relation to them. The decision as to which offence to charge rests with the Crown Prosecution Service and will be decided on the facts of each individual case. (Home Office Guidance)
11. If two people get severely drunk and have sex, a sexual offence could be committed if one party later decides it was a mistake:

True ❏   False ❏   Maybe ❏

Answer: Maybe

See bold section below. Section 74: ‘Consent’ introduces for the first time, a definition of consent. This definition is relevant to many sections in part 1, in particular, the non-consensual offences such as rape and sexual assault. Section 74 provides that a person consents if he agrees by choice, and has the capacity to make that choice. A person may not have the capacity to consent to sexual activity because, for example, he has a mental disorder. A person may not have the freedom to consent because he is forced by, for example, violence or threat of violence, to engage in sexual activity.

Section 75: Evidential Presumptions about consent applies to evidential presumption on the issue of consent, and reasonable belief in consent, to sections 1 to 4. This means that where the prosecution is able to prove that the defendant did a relevant act (as defined in section 77), that the circumstances described in subsection (2) existed, and that the defendant knew that those circumstances existed, the complainant will be presumed not to have consented to the relevant act and the defendant will also be presumed not to have reasonably believed that the complainant consented.

The circumstances in subsection (2) are that at the time of the relevant act, or immediately beforehand, any person was using violence against the complainant or against another person, or causing the complainant to fear that immediate violence would be used against him, or against another person; that the complainant was, and the defendant was not, unlawfully detained, for example, locked in a room by the defendant; That the complainant was asleep or unconscious; that because of a physical disability, e.g. he is unable to speak, the complainant would not have been able to communicate to the defendant at the time of the act whether or not he consented; and that any person had administered to, or caused to be taken by the complainant, without the complainant’s consent, a substance which was capable of causing or enabling the complainant to be stupefied or overpowered at the time of the act.

It would cover A ‘spiking’ B’s drinks with alcohol where a) B did not know he was consuming alcohol or b) B knew he was drinking alcohol but had his drink ‘spiked’ without his knowledge. It would not cover A encouraging B to get drunk so that A could have sex with B, where B knew that he was consuming alcohol. In order for this presumption not to apply, the defendant will need to satisfy the judge from the evidence that there is a real issue about consent and about his reasonable belief in consent that is worth putting to the jury. This places evidential burden on the defendant. The evidence relied on may be, for example, evidence that the defendant himself gives in the witness box, or evidence given on his behalf by a defence witness, or evidence given by the complainant during cross-examination. Home Office Guidance

For clarity and more information please contact Alison Spooner (Community Safer Sex Project Co-ordinator) at Alison. Reeve@johnstorercharnwood.org.uk
Session 8

A good night out / A safe night out

2.5 hour session

• **Ground Rules & Confidentiality.** Resources required - flipchart paper, blutack, marker pens and the corporate Confidentiality statement. Ask the group to shout out and agree their ground rules for the day, write on the flipchart paper and stick up on the wall, invite students to add any further ground rules throughout the day if they wish to.

• You're having a boys/girls night out clubbing and social drinking with friends. What do you need to ensure you do to make sure you are safe? Split group into smaller groups and ask
  - **group one** - to list safety measures they would put into place before the night out (e.g., tell parents/carers where they are going and what time they will be home, take mobile phone, give a friends mobile number to parents/carers, discuss how you are getting home with your friends etc.)
  - **group two** - to list the dangers during the night out and journey home (excessive drinking, spiked drink, splitting up from the group, walking home alone, being followed, etc.)

• Feedback to the bigger group.

• **Role play activity:**
  Group to decide the characters:
  Character: Girl A
  Characters: friends

  **Scenario:** A group of your college friends decide to organize a night out clubbing. Whilst out on the night in a local night club one of the girls A, accepts a poured drink from a stranger she has never met before. After a while the group notices that A is acting very strangely. She is falling all over the club and appears to be drunk even though the others in the group had noticed that she has not drank a lot. After discussing her behaviour, another person in the group did notice that she took a drink off a stranger and thought the drink might have been spiked.... The group decides to call it a night and go home, so one of them calls a taxi but the group is finding it difficult to get A to go home or even get in the taxi. She becomes violent and eventually locks herself in the toilet. The friends get angry and annoyed with A's attitude and behaviour and end up leaving her locked in the night club toilets alone.

  Act out the scene and decide the ending for Girl A, explain why you have chosen this ending for her and how safety and risk has been compromised.
Ask the group to look at the scenarios below and explain how they would handle the situations and maintain safety.

**If this happens what would I do?.....**

- Spiked drink
- Inappropriate touching from a stranger I meet whilst out
- Getting split up from my group
- Being drunk
- Spent all my money, how do I get home?
- Lost my mobile phone and got split up from my group
- Getting involved in a physical argument
- Taken a substances and now I feel out of control
- Mugged by youths
- Have pulled. I'm back at someone's house I don't know
- Woke up in a strange place don't know where I am?
- Scared that I might be assaulted by taxi driver/bus driver
- My friend has just stolen the club speaker, what do I do?
- I’ve been taken to the police station, how shall I handle this?

Add more scenarios..................
Session 9

Grooming, social network and be-friending

2.5 hour session

- Ground Rules & Confidentiality. Resources required - flipchart paper, blutack, marker pens and the corporate Confidentiality statement. Ask the group to shout out and agree their ground rules for the day, write on the flipchart paper and stick up on the wall, invite students to add any further ground rules throughout the day if they wish to.

New Futures exercise 1 - info:
Discuss each stage of the grooming process with the group.

Grooming process

### Stage 1 – Targeting
- Observing the young person - gathering information about you
- Befriending – being nice, giving gifts, and making you feel valued
- Gaining your trust

### Stage 2 – Friendship forming
- Making you feel special
- Listening and remembering
- Being there for you
- NO-one understands you like I do’
- Offering protection
- Testing out physical contact – accidental touching

### Stage 3 – Loving relationship
- Being your boyfriend/girlfriend
- Establishing a sexual relationship
- Lowering your inhibitions e.g. showing you porn
- Involving you in forbidden activities e.g. drink and drugs
- Being unpredictable in the relationship

### Stage 4 – Abusive relationship
- Becomes an ‘unloving sexual relationship’
- Withdrawal of love and friendship
- Isolation from family and friends
- Threatening behaviour
- Physical, mental and sexual abuse
- Making you have sex with other people
- Making you dependent on drugs and alcohol
Exercise 2 – Social network safety (New futures project)
So what sort of information would you put on your status page?

Ask the group to complete the social network page profile status below, and think about the kind of information they would be happy to share with others.
Internet Safety

Safety points on the use of the internet:
• Don’t post anything that you wouldn’t be happy for grandma to see.
• Don’t post personal contact details
• Don’t post any information that may give away your location
• Ask yourself who of the 100+ friends do you really trust and know or is it just a numbers game?
• Make sure you use your privacy settings and check them regularly
• If you have a friend that you think may be dodgy or bullying don’t be afraid to report them to CEOP

Privacy and what that means:
• Everyone – that means over 1 Billion people – can see your social net book page if they want to!!
• Friends – only your friends can see. How many are genuine friends?
• Friends of friends – if you have 100+ friends and your friends have 100+ friends, how many do you think can see your profile? What do you really know about them?

What is “Sexting?”

“Sexting” is a word created by Australian press two years ago and describes the use of technology to share personal and sexual content. It’s a word-mix of ‘Sex’ and ‘texting’. Other nicknames you may hear might be ‘cybersexting’ ‘doxing’ or ‘selfie’

This content can be anything from texts, partial nudity right up to sexual images or video. Very often it is between partners, but can be between groups and can use a whole range of devices, technologies and online spaces. However, the most common ones are mobile phone MMS, skype and social network sites where images can be posted and shared (Facebook, Twitter, Tumblr, Flickr, YouTube etc...)

(Info sourced from ‘so you got naked online’ resource pack)
Scenarios exercise

Split group into two smaller groups and give each a scenario from those set out below and flip chart paper, ask them to list the risks and what would they do?

FOR MY EYES ONLY ……… MWAH

Scenario 1
You are 13yrs old and have been seeing a boy in your year group for a month now. He persuades you to take a topless photo of yourself to send him by blackberry messenger and tells you…… it’s for his eyes only because he loves you and misses you when you’re not in front of him. You believe he loves you and without thinking about it send him a picture of you topless with your mobile phone, the following week you find out that he has shown your photo to his friends.

What do you do? How are you feeling? What’s the next step?

Scenario 2
You are 14yrs old and have been in a relationship with your boyfriend for nearly two weeks now, he says he loves you and wants you near him all the time. Your relationship has got to kissing and touching but not to full blown sex YET…. He asks you to post a video of yourself naked on line on one of the social media sites but as a private message because he said it’s for his eyes only, you believe him and trust him to not show it to anyone else so you send him the video clip. After a few weeks he starts to change towards you and becomes nasty and pushy, he says that if you don’t do what he wants you to do, then he’s going to show the video to your parents. He’s making you give him money, give his friends sexual favours, send him naked pictures of yourself and have sex with him.

What do you do? How are you feeling? What’s the next step?
Session 10

Case studies, ‘my dangerous loverboy’ DVD, support and help

2.5 hour session

- Ground Rules & Confidentiality. Resources required - flipchart paper, blutack, marker pens and the corporate Confidentiality statement. Ask the group to shout out and agree their ground rules for the day, write on the flipchart paper and stick up on the wall, invite students to add any further ground rules throughout the day if they wish to.

Case study – Amina’s story

- My ‘dangerous loverboy’ DVD show sections of DVD as age and individual circumstances appropriate – discussion after watching DVD resource.

Chapter one: How old is Jade? What did Jade say she wanted? What was her dream?

Chapter two: What are the risks of going to the party? Who does Jade know at the party? Does she know where she is? What do you notice about the guests at the party? Why do you think some men are interested in young girls? What is going on at the party? What are the risks of Raz encouraging Jade to drink alcohol? What does Raz say to Jade when they are dancing? Do you think he means it?

Chapter three: What do you think of Raz now? What does his behaviour show Jade? Why do you think he offers her a lift home? What does Raz give Jade when they get to Jades house? Do you think Raz cares about Jade? Do you believe Raz, why do you think Jade believes him? What is Dad’s reaction when Jade comes into the house? Does this seem like a healthy relationship?

Chapter four: Do you believe him? When you see Jade in the bathroom, what do you think has just happened? How do you think Jade is feeling? Why is the man downstairs threatening Raz? What does Jade think is happening?

Chapter five: What do you think is happening now? How many men raped Jade? Do you think any of them cared about her? Did they think she agreed to have sex with them? Do you think that could happen in a relationship? How did that scene make you feel? Jade started cutting herself – why? What is she writing? Do you think she still loves Raz? Does she think he’s involved in what’s happened to her?

Chapter six: Jade is in the back of the older man’s car. She sees Raz; does she think he has come to rescue her?
Sexual exploitation Quiz

(My dangerous lover boy - copyright Eyes Open Creative)

1. Approximately what percentage of adults involved in prostitution was sexually exploited as teenagers?
   a) 50%          b) 70%          c) 30%

2. What is the conviction rate for sexual offences?
   a) 10%          b) 20%          c) 5%

3. How many young people are thought to be exploited through prostitution in the UK?
   a) 5,000          b) 2,000          c) 10,000

4. What is the female to male ratio of those who are sexually exploited?
   a) 4:1          b) 3:1          c) 5:1

5. What are the key signs, or ‘indications of risk’ of sexual exploitation that a young person might display?

6. What percentage of women reported that they had experienced physical force by a partner or former partner at some time since age 16?
   A) 19%          b) 10%          c) 27%

7. In average, what percentage of domestic abuse charges are withdrawn by the complainant before the case gets to court?
   a) 18%          b) 58%          c) 98%

8. In surveys carried out by schools in the UK, what percentage of young people thought their parents knew what they were accessing on line?

9. What percentage of parents thought they knew what their children were accessing on line?

10. How many children have been safeguarded through the work of CEOP (Child Exploitation and Online protection) in the past 4 years?
Sexual Exploitation Quiz – answers

1. What percentage of adults involved in prostitution was sexually exploited as teenagers?
Answer: 70%. Many people are surprised that this figure is so high. It highlights the importance of preventative work.

2. What is the conviction rate for sexual offences?
Answer: 5%. Factors impacting on the low conviction rate include: lack of a formal complaint from the young person, who is often too frightened to come forward to the perpetrator; their credibility as a witness can be called into question owing to their lifestyle; witness intimidation and lack of protection; little police resource for the area of work and gathering evidence and securing a conviction in these cases is very time consuming.

3. How many young people are thought to be exploited through prostitution in the UK?
Answer: 5,000. This is an estimate as the sexual exploitation of young people remains largely a hidden problem. Many local authorities do not have a specific sexual exploitation service, hence accurate data is hard to obtain – the true figure is likely to be much higher.

(5,000 was the figure quoted in the 2004 report ‘cause for concern’ by ECPAT, campaigning against Child Sexual Exploitation and trafficking)

4. What is the female to male ratio of those who are sexually exploited?
Answer: 4:1. However the sexual exploitation of boys and young men is even more of a hidden problem due to stigma, prejudice and sometimes the assumption that boys involved in selling sex are more in control of the situation than young women and are, therefore, less likely to be seen as victims.

5. What are the key signs, or ‘indications of risk’ of sexual exploitation that a young person might display?
Answer: The four main indicators are: episodes of running away or going missing, associating with older people, not attending school and not mixing/engaging with peers/family/key workers. Other risk indicators include: unexplained money or presents, regularly seen in different cars, homeless, peer involvement, drugs/alcohol misuse, excessive and secretive use of social networking sites on the internet.

6. What percentage of women reported that they had experienced physical force by a partner or former partner at some time since age 16?
Answer: a) 19% - 1 in 5 women and 1 in 10 men reported that they had experienced physical force by a partner or former partner at some time since age 16. (Coleman, K. et al (2007)). BUT the real figure is higher, as domestic abuse is still regarded as a ‘hidden’ crime. Domestic abuse includes not only physical and sexual violence but jealousy and possessiveness, forced isolation from family and friends, being instructed what to wear, what to think, who to see, etc. It is estimated that 33% of women experience domestic abuse in their lifetime. Both domestic abuse and sexual exploitation are about power and control and trap victims in a cycle of fear and dependency.

7. On average, what percentage of domestic abuse charges are withdrawn by the complainant before the case gets to court?
Answer: c) 98%. On average a woman is assaulted 35 times before she seeks help. In Britain, 2 women die every week as a result of domestic abuse. One incident of domestic abuse is reported to the police every minute.

8. In surveys carried out by schools in the UK, what percentage of young people thought their parents knew what they were accessing online?
Answer: around 30%
9. What percentage of their parents thought they knew what their children were accessing online?

Answer: around 70%. The use of mobile phones and the internet has raised serious concerns in schools and colleges throughout the UK. For example, sexual images of children have been circulated on mobile phones in school – sometimes generated by young people themselves. In some cases those images have made their way onto the internet. Some young people have arranged to meet ‘friends’ they’ve only spoken to online – in some cases they’ve gone alone to meet people.

10. How many children have been safeguarded through the work of CEOP (Child Exploitation and Online protection) in the past 4 years?

Answer: 624. CEOP is part of UK police. In particular, they work to protect and safeguard children and young people’s online experiences and reduce the risk associated with new technologies. The number of children safeguarded from abuse through the work of CEOP has doubled in the past year bringing the total number since the organisation was launched in 2006 to 624.

Since its launch on 12th July 2010, the clickCEOP application in Facebook has been downloaded over 55,000 times. The application will give users a direct link to advice, help and the ability to report a problem to the Child Exploitation and Online Protection (CEOP) centre if they are worried about someone’s behaviour towards them online.

For clarity and more information please contact Eyes Open Creative (a Community Interest company tackling Child Sexual Exploitation throughout the UK.) www.mydangerousloverboy.com
Session 11

Zahra’s handbag

2.5 hour session

Exercise: Zahra’s handbag – Cut and place items in an envelope.

Split young people into two smaller groups, hand them the cut out items in an envelope from Zahra’s handbag. One nominated member of the group to read out Zahra’s story to the group.

Expensive perfume
MAC lipstick
School uniform
Zahra’s school detention slip
Cash
Mobile Phone

Zahra’s Mobile Texts

Ricky: u looked so cute last night… I just wanted to have u to myself!!
Zahra: thanks 😊
Ricky: u free 2mo, forget school… I’ve got u a cute pressy 😊
Zahra: I’m here waiting for u
Ricky: Make sure you haven’t told anyone wr meeting up
Zahra: I haven’t its our secret
Ricky: babe I think I’m falling for u 😊 xxxxx
Zahra: 😊
**Zahra’s story:**

Hi my name is Zahra I’m 14 years old and I’m in care. I haven’t had many friends in the past, I’m not popular at school and I hate it there. I mostly keep myself to myself; I’m not a confident person... I just want to be invisible. A few weeks ago I met this crowd outside the care home, they seemed really friendly and had cars... They are older than me and much more confident. They have bought me loads of gifts and can get me alcohol too. I’ve started dodging school because it’s more fun hanging around with my new friends.

One of the guys is this cute guy called Ricky he’s a bit older then me...I think he’s about 23? But he’s always putting his arm around me, sticking up for me and telling me I’m his special girl, oooohhhh I think I love him!!

**What has Zahra got involved in?**

**Activity:**

After you have looked at all the items in the bag; on flip chart paper note down the issues/problems/concerns you have about Zahra, and what you believe she has been involved in. Discuss and note down how you would support Zahra.

Feedback to the wider group.
New guidance is set to help young people and parents across Leicester, Leicestershire and Rutland spot the signs of child sexual exploitation.

From today (Monday), 100,000 leaflets are being sent out as part of a new thought-provoking campaign called “Could you spot the signs?” launched by the two local safeguarding children boards.

The advice outlines what child sexual exploitation is, the tell-tale signs to look out for and where to find help or report concerns.

Exploitation is a form of abuse which can affect young men and young women and often victims don’t recognise what is happening to them.

Although child sexual exploitation is unusual, it’s thought that there is under-reporting across the country.

The drive - which is supported by local agencies including Leicestershire Police, Leicestershire County Council, Leicester City Council, Rutland County Council, the NHS and district and borough councils - is designed to raise awareness and encourage people to talk about the issue which is often seen as taboo, and report concerns.

Paul Burnett, independent chair of the Leicestershire and Rutland Local Safeguarding Children Board, said: “We want to reassure parents that although child sexual exploitation is rare, it’s an issue we take extremely seriously.
“National research suggests under-reporting is an issue across the UK and we’re keen to raise awareness by starting a conversation. Often the victims are not aware they’re being exploited and we hope that this simple but powerful campaign will help people recognise the tell-tale signs and encourage them to speak up if they have concerns.”

David Jones, independent chair of the Leicester Safeguarding Children Board, said: “Child sexual exploitation, although rare, can devastate lives, so the safeguarding boards in Leicester City and Leicestershire and Rutland take this seriously.

“Preventing child sexual exploitation is everybody’s business, not just the police or social workers, and it is hoped the leaflets and information launched by both boards today will raise the profile across all communities.”

The campaign includes sending flyers to taxi companies, B and Bs, pubs and other sections of the leisure industry.

Running until next Easter, it will also involve a theatre group visiting schools in the new year, online web chats and community engagement. It includes a series of seminars starting on 1st October which are being run by Leicestershire Police to help parents spot the signs of online sexual exploitation and protect their children.

The local safeguarding children boards are independent bodies who ensure that agencies are working together effectively to protect children.

Over the last 12 months, the two boards have:

- trained over 500 teachers, social workers, police officers and other practitioners to help them spot the signs and know what to do if they suspect abuse
- created a new child sexual exploitation action plan which councils, police, health and other agencies have signed up to

From this week, the guidance for children is being sent out to schools. Copies of the leaflet for parents will be available from libraries, children’s centres and local agencies.

Copies are available online at: www.lrlscb.org/leaflets

For more information, please call Leicestershire County Council’s press office on 0116 305 6274 or email: pressoffice@leics.gov.uk
Useful agencies and contacts:

Leicester/shire Community Safer Sex Project:
City: Ragini Champaneri: E-mail: Ragini.Champaneri@leicester.gov.uk
County: Alison Spooner: E-mail: Alison.Reeve@voluntaryactioncharnwood.org.uk
New Futures Project: Michelle or Davinder - 0116 251 0803
www.new-futures.org.uk/home.html

National websites:
Barnardo’s: www.barnardos.org
Childline: www.childline.org.uk
The Children’s Society www.thechildrenssociety.org.uk
Child Protection and Online Protection Centre (CEOP) www.ceop.Police.uk
Child Trafficking Advice and Information Line (CTAIL) www.nspcc.org.uk/ctail
NSPP Inform: www.nspcc.org.uk/inform

Useful websites:
Leicestershire & Rutland Local Safeguarding Children Board - www.lrsb.org.uk
Children’s Workforce Matters -
www.childrensworkforcematters.org.uk/workforce-matters/child-sexual-exploitation/
NWG Network - www.nationalworkinggroup.org/
Community Care - www.communitycare.co.uk/child-sexual-exploitation/
NHS Live Well - www.nhs.uk/Livewell/abuse/Pages/child-sexual-exploitation-signs.aspx
Parents Protect - www.parentsprotect.co.uk
the Jitty - www.thejitty.com
Eyes Open Creative - www.eyesopen.org.uk