



Outcomes
First Group



MANOR WOOD
SCHOOL

CHILD EXPLOITATION POLICY

CHILD EXPLOITATION POLICY

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TERMINOLOGY

- “Our teams” and “team member/s” include everyone working in Outcomes First Group’s settings and services in a paid or unpaid capacity, including employees, consultants, agency staff, trainees and contractors. For Blenheim schools, volunteers are included in this definition.
- “Parents and carers” refer to the person or -people with legal parental responsibility for the child/young person
- “Students” refers to all children and young people being educated and supported at the setting or service

1.0 INTRODUCTION

We put the safety of the students we educate and support as the highest priority and are committed to ensuring that they are effectively safeguarded at all times, this includes in the offline and online worlds. We recognise the growing risk in relation to the exploitation of children and young people and that those who are looked after or have physical, learning, emotional and/or mental health difficulties may be particularly vulnerable. This policy must be read in conjunction with the:

- Safeguarding Policy
- Protecting Children & Young People from Radicalisation & Extremism

(Prevent Duty) Policy

- Web Filtering & Monitoring Policy
- Staying Safe Online Policy
- Mobile & Smart Technology Policy
- Safer Recruitment Policy

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2.0 TRAINING AND RECRUITMENT FOR TEAM MEMBERS

All team members must be safely recruited and have all relevant checks completed and on file. Please see the ***Safer Recruitment Policy*** for further information.

In addition to the ***Introduction to Safeguarding*** and ***Safeguarding Children*** Foundation courses, all team members must complete the ***Exploitation - An Introduction*** course which includes information on Prevent and this must be refreshed every 3 years. These training courses are available on *Shine*.

3.0 WHAT IS CHILD EXPLOITATION?

3.1 "Child exploitation refers to the use of children for someone else's advantage, gratification or profit often resulting in unjust, cruel and harmful treatment of the child. These activities are to the detriment of the child's physical or mental health, education, moral or social-emotional development. It covers situations of manipulation, misuse, abuse, victimisation, oppression or ill-treatment." (UN/[Save the Children](#))

3.2 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity,(a) in exchange for something the victim needs or wants, and/or for (b) the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children and young people of any age, sex, ethnicity, disability, sexual orientation or gender identity and can include those who have been moved (commonly referred to as trafficking) for the purpose of exploitation [Keeping children safe in education \(KCSiE\) 2026](#)

Different forms of harm often overlap, and perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation and sexual exploitation.

Settings in **Wales** should be familiar with:

[Keeping children safe from child sexual exploitation](#) (Welsh Government),

[Child Criminal Exploitation \(Safer Communities Wales\)](#) and

All Wales Practice Guide: [Safeguarding children from child criminal exploitation](#)

Settings in **Scotland** should be familiar with:

[Child Protection: Child sexual and criminal exploitation](#) (Scottish Government)

3.3 Exploitation can be facilitated through technology and can take place wholly online. Children and young people may be groomed, coerced, blackmailed or exploited through social media, messaging applications, livestreaming services, gaming platforms, image sharing platforms or other online environments. Team members must remain alert to the risks of online grooming, financially motivated sexual extortion and the misuse of technology to facilitate exploitation.

3.4 Extra-Familial Harm - We recognise that harm can occur outside the home and family environment. Extra-familial harm includes child sexual exploitation, child criminal exploitation, serious violence, harmful sexual behaviour, abuse within peer relationships, online abuse and other forms of abuse occurring within social groups, schools, colleges, communities and online environments.

Team members should consider the influence of peer groups, social networks, neighborhoods and online environments when assessing safeguarding risks and planning interventions.

4.0 CHILD SEXUAL EXPLOITATION (CSE)

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4.1 Child sexual exploitation is a form of child sexual abuse and happens when anyone under the age of 18 is coerced, manipulated or deceived into taking part in sexual activity. The victim may have been sexually exploited even if sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Child Sexual Exploitation can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge. For example, through others sharing videos or images of them on social media. It can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children and young people may not realise they are being exploited, for example, they believe they are in a genuine romantic relationship.

It requires knowledge, skills, professional curiosity and an assessment which analyses the risk factors and personal circumstances of individual students to ensure that the signs and symptoms are interpreted correctly, and appropriate support is given.

4.2 Child sexual exploitation is not a choice. It is a form of abuse. It is important to remember that even when a relationship appears consensual, it may be an exploitative relationship. There can be an interchangeable status between victim and perpetrator. Young people can be both victim and perpetrator. Males and females can be both victims and perpetrators.

4.3 It can include assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. Child sexual exploitation involves perpetrators grooming children then forcing, enticing, threatening, and/or being violent towards them.

4.4 It is child sexual exploitation when the young person receives or thinks that they will receive something that they want or need in exchange for the sexual activity. This can take the form of gifts, drugs, alcohol, or if young people perceive that they are getting love, affection, protection or protecting their families/friends, increased status within their peer group or community. Young people are still victims even if they accept what the perpetrator is offering in exchange for sexual activity. Perpetrators take advantage of an imbalance of power.

4.5 While it may appear that some young people are 'choosing' to exchange sex to meet their needs, it is vital to remember that young people have limited options and so it is not a 'choice' but rather 'constrained choices' or 'survival strategies.'

4.6 Child sexual exploitation may include financially motivated sexual extortion, where offenders threaten to share sexual images of a child unless money, further images or other demands are met.

5.0 CHILD CRIMINAL EXPLOITATION (CCE)

5.1 Criminal exploitation (CCE) is child abuse where a child or young people under the age of 18 is coerced, controlled, manipulated or deceived into committing crimes. The victim may have been criminally exploited even if the activity appears consensual. It does not always involve physical contact; it can also occur through the use of technology. CCE often happens alongside sexual or other forms of exploitation.

5.2 CCE is common in county lines (See Section 8.0), but it is broader than just county lines and includes for instance children forced to work on cannabis farms or to commit theft. Children can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

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5.3 Children and young people can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others.

5.4 Children and young people involved in CCE often commit crimes themselves; their vulnerability as victims is not always recognised by adults and professionals, particularly older children. They are not treated as victims despite the harm they have experienced. They may have been criminally exploited even if the activity appears to be something they have agreed or consented to.

5.5 Children and young people of any gender can be criminally exploited; the experience of girls who are criminally exploited can be very different to that of boys and the indicators may not be the same. However, perpetrators exploit children and young people for multiple and ever adapting purposes. Team members should always consider all possibilities and not let assumptions distract them from seeing what is really happening. It is also important to note that any child who is being criminally exploited may be at higher risk of sexual exploitation.

5.6 Children and young people may be exploited by their peers as well as adults. Team members should recognise that exploitation can involve young people recruiting, controlling, or facilitating the exploitation of other young people whilst also being exploited themselves.

Please also see: [Gender and exploitation: dangerous assumptions](#)

6.0 RISK FACTORS

6.1 'Peer relationships are increasingly influential during adolescence, setting social norms which inform young people's experiences, behaviours and choices and determine peer status. These relationships are, in turn, shaped by, and shape, the school, neighbourhood and online contexts in which they develop. So, if young people socialise in safe and protective schools and community settings, they will be supported to form safe and protective peer relationships. However, if they form friendships in contexts characterised by violence and/or harmful attitudes these relationships too may be anti-social, unsafe or promote problematic social norms as a means of navigating, or surviving in, those spaces' (*Contextual Safeguarding Briefing*, Carlene Firmann, 2017).

6.2 Young people's peer groups, communities and social media activity are either key risk factors or key protective factors. For example, if a young person socialises with peers who have a positive influence on their thinking and behaviours, this will more than likely protect them within their communities and neighbourhoods. Likewise, if young people socialise with peers who are themselves involved in risky activities such as substance misuse, gangs or exploitative relationships, this too may impact on the young person's safety and wellbeing in the community and their neighbourhoods.

6.3 While any child or young person can be vulnerable to abuse, exploitation and harm, some factors may increase their vulnerability, including:

Individual needs and characteristics

- Having Special Educational Needs and/or Disabilities (SEND), being neurodivergent, or having speech, language and communication needs.
- Having a medical condition, physical disability or complex health needs.
- Experiencing emotional or mental health difficulties.
- Low self-esteem, poor self-confidence or limited awareness of risks and personal vulnerabilities.
- Questioning their sexual orientation, gender identity or wider identity without access to appropriate support.

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Family and home circumstances

- Being looked after, previously looked after or having experienced interrupted care arrangements.
- Experiencing neglect or physical, emotional or sexual abuse.
- Living in an unsafe or unstable home environment, including where there is domestic abuse, parental substance misuse, mental ill-health or criminality.
- Being a young carer.
- Family members or others connected to the child being involved in adult sex work.

Social, educational and environmental factors

- Social isolation, exclusion or a lack of positive friendships and support networks.
- Disengagement from education, training or employment, including persistent or unexplained absence.
- Spending significant periods of unsupervised time online.
- Having limited access to positive activities, hobbies or trusted adults.
- Experiencing economic hardship, homelessness or insecure accommodation.

Risk-taking behaviours and exploitation

- Going missing from home, school, college or care.
- Substance misuse.
- Gang association, criminal behaviour or criminal exploitation.
- Connections with others who are experiencing exploitation, including child sexual exploitation.
- Anti-social, aggressive or violent behaviour.

Life experiences

- Experiencing bereavement, loss or other significant traumatic events.

These factors do not mean that a child or young person is experiencing abuse, exploitation or harm. However, they may increase vulnerability and should be considered alongside other information, professional curiosity and the school's safeguarding procedures.

The Independent Inquiry into Child Sexual Abuse (IICSA) explains more about the risks for [Children with disabilities](#) (Meeting the needs of particular groups of sexually exploited children, Part D.4, 2022)

Further information on risks and indicators can be found at:

[NSPCC - Gangs and criminal-exploitation](#)

[Metropolitan Police - Advice and information Child Criminal exploitation](#)

Children and young people with autism spectrum conditions can be particularly vulnerable to exploitation; the Devonshire Safeguarding Partnership has developed a [Preventing Exploitation Toolkit](#) that includes information about these particular risks to help develop understanding and awareness.

When assessing exploitation concerns, team members will consider the vulnerabilities of the individual student and the contexts in which harm is occurring, including peer groups, online environments, transport routes, neighbourhoods, community locations, and relationships with adults outside the family.

6.4 Possible indicators that a child or young person is being exploited can include:

- Unexplained money or gifts
- Regularly absent from school or education or not taking part in education
- Going missing (for short or long periods)
- Being distressed or withdrawn on return
- Disengaging from existing social networks

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- Secrecy around new associations
- Relationship with or hanging out with someone older than them
- Additional mobile phones or concerning use of technology
- Possession of hotel key cards/keys
- Sexual health problems or becoming pregnant
- Displaying sexual behaviours beyond expected development age
- Disclosure of rape/sexual assault (and reluctance to report)
- Changes in temperament/emotional wellbeing, being angry, aggressive or violent
- Drug or alcohol misuse
- Unexplained physical injuries
- Self-harming and feeling emotionally unwell
- Committing petty crimes like shoplifting or vandalism, carrying weapons

This is not an exhaustive list and team members **must** remain alert to possible signs of child exploitation even if young people do not have any of the above risk indicators or vulnerabilities.

6.5 Children and young people with SEND and multiple complex co-occurring needs can be particularly vulnerable to exploitation. It can also be difficult for team members to distinguish between some of the signs of abuse and behaviour that is part of the child or young person's condition. Team members should be vigilant and alert to **changes** in their behaviour and always consider all possible causes of this.

6.6 Exploitation risks continue to evolve. Children and young people may be targeted both online and offline through social media, gaming platforms, messaging services, peer networks and organised criminal groups. Team members must remain professionally curious and alert to emerging patterns of exploitation, recognising that exploitation may not always be immediately visible and that children may not recognise themselves as victims.

7.0 TRAFFICKING

7.1 Child trafficking is when children are recruited, moved or transported for the purposes of exploitation, slavery, or abuse. Children can be trafficked as part of sexual exploitation, criminal activity such as the selling of drugs, forced marriage, forced labour and benefit fraud. [The Modern Slavery Act 2015](#) establishes that a person commits an offence if the person arranges or facilitates the travel of another with a view to being exploited. Wherever a child has been recruited, transported or transferred for the purpose of exploitation, they should be considered to be a victim of trafficking. This includes whether or not they have been forced, deceived or the child/young person believes that they are traveling willingly from one location to another, for example, where a child takes a bus or walks from one location to another for the purpose of exploitation.

Child trafficking should be viewed within the wider context of modern slavery and exploitation. Children cannot consent to their own exploitation.

7.2 Children and young people who are trafficked will usually experience physical, sexual and emotional abuse. Children are groomed and then threatened, coerced or intimidated. Children who are victims of trafficking will suffer significant trauma, and this can have a long-lasting detrimental impact on their mental health and emotional wellbeing.

7.3 Possible signs of trafficking include a child who:

- spends a lot of time doing household chores
- rarely leaves their house, has no freedom of movement and no time for playing
- is orphaned or living apart from their family, often in unregulated private foster care
- lives in substandard accommodation
- is not sure which country, city or town they're in
- is unable or reluctant to give details of accommodation or personal details
- might not be registered with a school or a GP practice
- has no documents or has falsified documents

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- has no access to their parents or guardians
- is seen in inappropriate places such as brothels or factories
- possesses unaccounted for money or goods
- is permanently deprived of a large part of their earnings, required to earn a minimum amount of money every day or pay off an exorbitant debt
- has injuries from workplace accidents
- gives a prepared story which is very similar to stories given by other children.

Team members should recognise the strong links that can exist between serious violence, child criminal exploitation, county lines activity, online harms, substance misuse and exploitation by peers or adults.

Please see [NSPCC - Child Trafficking](#) for further information

7.4 Team members must report any concerns regarding trafficking to the Designated Safeguarding Lead (DSL)

The local authority procedures for reporting and referring trafficking concerns state:

Staff should be alert to trafficking, modern slavery, exploitation, missing episodes, interrupted education, language barriers, trauma, adultification, uncertainty about age, immigration-related stress and barriers to accessing services. Concerns should be discussed with the DSL and referred through local safeguarding pathways where needed.

Where there are concerns that a child may be a victim of human trafficking, modern slavery or exploitation, staff must immediately report these concerns to the Designated Safeguarding Lead (DSL).

The DSL will take appropriate safeguarding action, including making an immediate referral to First Response (0117 903 6444) where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. If a child is believed to be at immediate risk, staff must contact the Police on 999 without delay and inform the DSL. [\[bristol.gov.uk\]](https://bristol.gov.uk)

The DSL will work with Children's Social Care, Avon and Somerset Police and other relevant safeguarding agencies to ensure that appropriate protective measures are put in place. Children who are potential victims of trafficking may be considered for referral through the National Referral Mechanism (NRM), the UK framework for identifying and supporting victims of human trafficking and modern slavery.

All concerns relating to trafficking will be recorded on the school's safeguarding recording system (Sleuth) and managed in accordance with Bristol safeguarding procedures and statutory guidance. Staff may also seek advice through the NSPCC Child Trafficking Advice Centre where appropriate.

Manor Wood School will support staff to develop and embed a proactive whole school anti-racist approach and adopt a trauma informed approach when supporting these children and their families.

There are a range of specialist support services available in the city that can be accessed for further information visit the [Resources for Refugees and Asylum Seekers in Bristol - Bristol City of Sanctuary web pages](#)

7.5 Trafficking concerns must immediately be reported to the local authority, who will make a referral to the **National Referral Mechanism (NRM)**, which is a framework for identifying victims of human trafficking and ensuring they receive appropriate care. When a child or young person is trafficked, a range of agencies may be involved such as police, UK Border Agency (UKBA), local authorities and non-governmental organisations such as charities. The NRM makes it easier for these agencies to co-operate, share information and facilitate access to advice, accommodation and support.

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7.6 If there are immediate concerns that a child or young person is being trafficked, team members must report this immediately to the DSL and police.

7.7 For further information about reporting trafficking concerns, team members must speak to the DSL and seek guidance from NSPCC Child Trafficking Advice Centre **0808 800 5000** [NSPCC Helpline](#)

8.0 CRIMINAL EXPLOITATION AND COUNTY LINES

8.1 "County Lines" is a national term used by police and law enforcement to commonly describe the approach taken by gangs and criminal networks originating from urban areas, who travel to locations such as county or coastal towns to sell class A drugs. Gangs typically use children, young people and vulnerable adults to deliver drugs to customers and this often involves the child being subjected to deception, intimidation, violence, financial exploitation and grooming.

8.2 County lines relates to a group (not necessarily affiliated as a gang) establishing a network between an urban hub and county location, into which drugs (primarily heroin and crack cocaine) are supplied.

8.3 A branded mobile phone line is established in "the market," to which orders are placed by introduced customers, with the phone line commonly (but not exclusively) being controlled by a third party, away from "the market".

8.4 The gang exploits young or vulnerable people to achieve the storage and/or supply of drugs, movement of cash proceeds and to secure the use of dwellings (commonly referred to as 'cuckooing').

8.5 The gang, or individuals exploited by them, regularly travel between the urban hub and the county market, to replenish stock and deliver cash. The gang is inclined to use violence or threats and weapons, including knives, corrosives and firearms.

8.6 County Lines is a form of exploitation. [Research](#) shows that some young people are more vulnerable than others to potential County Lines activity. Team members must ensure that they remain vigilant to potential risk factors in order to prevent risk from increasing and that they consider young people's vulnerabilities and risk factors as well as risk factors of the area.

Possible risk factors for young people include:

- substance misuse issues
- living in 'cuckooed' premises.
- being looked after or previously looked after
- having mental health difficulties.
- going missing from their home/care.
- Being withdrawn, not engaging in school/college and having limited trusted adults around them. They can be targeted due to their ability to operate without drawing attention to themselves.

Other key risk factors of areas are towns with high unemployment, high levels of social housing and deprivation; which are close to a prison or have a probation centre nearby; have a drug treatment centre, children's homes and/or a train station or easy vehicle access.

Further guidance and advice can be found at:

[Criminal exploitation of children and vulnerable adults: county lines guidance](#)
[Preventing Child Sexual Exploitation | The Children's Society](#)

9.0 SERIOUS VIOLENCE

9.1 All team members should be aware of the indicators, which may signal students are at risk from, or are involved with serious violent crime. These may include:

- increased unexplainable and/or persistent absence from school or college
- a change in friendships or relationships with older individuals or groups,

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- a significant decline in performance,
- signs of self-harm or a significant change in wellbeing,
- signs of assault or unexplained injuries.
- Unexplained gifts or new possessions could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of exploitation.

9.2 The [Serious Violence Strategy \(Home Office, 2018\)](#) identified that risk factors which increase the likelihood of involvement in serious violence, include:

- being male (although girls can be involved):
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment
- having been involved in offending, such as theft or robbery.

Further advice is provided in Home Office Guidance: [Preventing youth violence and gang involvement](#)

10.0 USE OF LANGUAGE

It is very important for team members to be mindful of the language they use and the impact it can have on a student that has suffered/is suffering exploitation. Team members must ensure they use language that is not 'victim-blaming' or non-judgmental and in no way puts any blame on the young person for the abuse.

For further information please see:

[Language Matters](#) - Barnardo's

[Making words matter - A practice knowledge briefing](#)

[Challenging victim blaming language and behaviours](#) - UKCIS

11.0 WHAT TO DO IF YOU HAVE CONCERNS THAT A STUDENT IS BEING EXPLOITED

11.1 If there are immediate concerns for the student's safety, team members must inform the DSL straight away. The police must be notified if there are concerns for a child or young person's immediate safety or wellbeing because of exploitation.

Team members must share any concerns that they have with the DSL, who will then support them to refer their concerns to the local authority and the placing authority within one working day. The DSL must inform the Chair of Governors, the Regional Director/Operational Director and the Director of Safeguarding/ Safeguarding Adviser by emailing safeguarding@ofgl.co.uk

11.2 The Headteacher/ Principal must ensure that a preventative approach is taken and that all students are educated around the risks associated with grooming, online safety, safe/healthy relationships, sex including what consent means, and child sexual exploitation.

11.3 Mobile phones and internet use can be a key risk factor relating to child exploitation. If there are known risks relating to child exploitation, wherever possible team members must supervise internet use. The School's **Mobile and Smart Technology Policy** sets out the procedures for the use of mobile phones in school.

11.4 Any concerns relating to online grooming must be immediately documented on the appropriate electronic recording system and reported to the DSL. Team members must be aware of the **Web Filtering & Monitoring Policy**.

11.5 Where risks or activities relating to possible exploitation are identified, team members must escalate

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this to the attention of the DSL immediately. The local authority/ placing authority must be notified **within one working day** unless there are immediate safeguarding concerns. It is recommended as best practice that all steps are taken to convene a multi-agency professional meeting to review any potential child exploitation risks and agree actions to be taken to safeguard the student/s.

11.6 Child exploitation risks must be reviewed within governance meetings and within Senior Leadership Team meetings. The purpose of this is to ensure that information is being shared and that proactive measures are being taken to safeguard the young person/young people.

11.7 DSLs and Senior Leaders should analyse emerging themes, trends, and patterns relating to exploitation and use this information to inform safeguarding practice, curriculum content, supervision levels, and risk assessments.

11.8 The Home Office [Child Exploitation Disruption Toolkit](#) outlines useful tools that the police and other safeguarding professionals can use to disrupt the sexual and criminal exploitation of young people and emphasises the importance of information sharing and multi-agency working.

Please also see [Multi-agency practice principles - child exploitation and extra-familial harm](#)

The [NWG Network](#) provides Information to help educate and prevent child exploitation and abuse across the UK. The Group has membership of the network for all team members which can be accessed through the chat/help facility on the [Welcome to the NFG Network](#) page, or by emailing network@nwgnetwork.org

12.0 WHAT TO DO IF A STUDENT DISCLOSES THEY HAVE BEEN EXPLOITED

12.1 If a student discloses that they are being exploited, it is likely that this will be very traumatic for them. Team members must be aware of the potential impact that this could have on the student's mental health and emotional wellbeing. Safety measures must be put in to support them.

12.2 Responses to exploitation concerns will be trauma-informed, child-centred and strengths-based. Team members will seek to understand the impact of trauma on behaviour, engagement and emotional wellbeing and avoid responses that could unintentionally blame or re-traumatise the student.

12.3 Team members must listen, ask open questions, write as much detail down as possible, and never promise to keep things secret. It is important that team members are open and honest with the student and show them unconditional positive regard. It is likely that they will need reassurance that they are safe and that they are not to blame. **Team members must document all information on the electronic recording system** (e.g. Sleuth).

12.4 After a student has disclosed, team members **must immediately** report the information to the DSL who will then support the team member to report the information to the police, local authority and placing authority immediately.

12.5 If a student has been sexually exploited by someone who they perceive as being their boyfriend or girlfriend, they may find it very traumatic to see this relationship as being exploitative and that the boyfriend or girlfriend did not love them as they perceived. It may take time for young people to understand and recognise that they have been exploited therefore team members must be patient and support the young person to get to this stage at their own pace.

12.6 DSLs must ensure that team members know and understand the Local Safeguarding Partnership's procedures for safeguarding young people against exploitation.

12.7 Students who have been exploited will need additional support to help maintain their education. Please contact the in-house Clinical Team for further support.

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12.8 Any concerns about team members must be immediately reported to the DSL or deputy. If neither is available, the team member must report the information to the Headteacher/Principal or the Regional Director/Operational Director, as appropriate. Please see the setting's **Safeguarding Policy** for further information about reporting concerns.

13.0 LOCAL PROCEDURES

The local procedures are:

Concerns about a child who may be suffering, or at risk of suffering, significant harm will be referred to **First Response (Children's Social Care)** on **0117 903 6444**. Out-of-hours concerns will be referred to the **Emergency Duty Team** on **01454 615 165**. If a child is at immediate risk of harm, staff will contact the Police on **999**. [\[bristol.gov.uk\]](http://bristol.gov.uk)

Concerns relating to radicalisation or extremism will be discussed with the DSL and referred in accordance with local Prevent procedures, including consultation with Prevent partners where appropriate.

Concerns relating to child sexual exploitation (CSE), child criminal exploitation (CCE), county lines activity, trafficking, serious youth violence or extra-familial harm will be referred through Children's Social Care and relevant safeguarding partners in accordance with Bristol safeguarding procedures. [\[bristol.gov.uk\]](http://bristol.gov.uk)

Concerns regarding children missing education (CME) will be reported to Bristol City Council's Attendance and Education Welfare Service in line with local authority procedures. [\[bristol.gov.uk\]](http://bristol.gov.uk), [\[bristol.gov.uk\]](http://bristol.gov.uk)

Allegations against adults working with children will be referred to the **Local Authority Designated Officer (LADO)** in accordance with Keeping Children Safe in Education and Bristol safeguarding procedures.

Early Help and Family Help referrals will be coordinated through the DSL and made in accordance with local authority guidance where additional support is identified. [\[bristol.gov.uk\]](http://bristol.gov.uk)

The school will follow the **Bristol Multi-Agency Protocol for Missing Children** and work collaboratively with Children's Social Care, Avon and Somerset Police and relevant safeguarding agencies where children are missing, exploited or otherwise vulnerable. [\[bristolsaf...arding.org\]](http://bristolsaf...arding.org), [\[bristolsaf...arding.org\]](http://bristolsaf...arding.org)

All concerns will be recorded on the school's safeguarding recording system (Sleuth) and managed in accordance with national statutory guidance, Bristol safeguarding procedures and Manor Wood School's safeguarding arrangements. [\[bristol.gov.uk\]](http://bristol.gov.uk), [\[bristolsaf...arding.org\]](http://bristolsaf...arding.org)

13.1 Key Contacts

- DSL and DDSL names:
- **Designated Safeguarding Lead (DSL):** Kyle Scott
- **Deputy Designated Safeguarding Lead (DSL):** Caroline Belchem
- **Deputy Designated Safeguarding Lead (DSL):** Amy Milsted
- **Deputy Designated Safeguarding Lead (DSL):** Thomas Filer
- **Deputy Designated Safeguarding Lead (DSL):** Chris Phillips
- **Headteacher/Principal:** Caroline Belchem
- **Safeguarding Governor:** Jemma Taylor

Children's Social Care contact details

- First Response on **0117 903 6444**. Outside normal working hours, referrals should be made to the **Emergency Duty Team** on **01454 615 165**.

Local Authority Exploitation Team

- **First Response (Children's Social Care)**
- Tel: **0117 903 6444**
- Out of Hours: **01454 615 165**
- This should be the primary referral route where a child is suffering, or is at risk of suffering, significant harm.
- **Bristol Exploitation and Contextual Safeguarding Support**
- **Safer Connections (formerly Safer Options)**

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- For urgent referrals, threshold advice and concerns regarding exploitation:
- **0117 903 6444** (via First Response)
- For non-urgent consultation, partnership support and contextual safeguarding advice:
- **saferconnections@bristol.gov.uk**
- **Police Exploitation Team**
- **Operation Topaz (Avon and Somerset Police)**
- Specialist police team for Child Criminal Exploitation and Child Sexual Exploitation concerns.
- Referral/reporting portal: <https://www.avonandsomerset.police.uk/forms/vul>

Police Child Protection Team

Avon and Somerset Police Lighthouse Safeguarding Unit: Telephone: 01278 649228 Email: LighthouseBristol@avonandsomerset.police.uk

Missing Children Coordinator

Children Missing Education (CME)
Attendance and Education Welfare Service
Email: education.welfare@bristol.gov.uk

Education Safeguarding Team

T: 01179222532 E: Safeguardingineducationteam@bristol.gov.uk
South Advisor Helen Macdonald email: helen.macdonald@bristol.gov.uk Tel: 01179222533

Local Authority Designated Officer (LADO)
Nicola Laird, LADO@bristol.gov.uk or nicola.laird@bristol.gov.uk, 0117 903 7795.

13.2 Local Exploitation Risks

Risk Area	Likelihood
Mental Health & Emotional Distress	High
Online Harm	High
Child Criminal Exploitation	Medium
Child Sexual Exploitation	Medium
Domestic Abuse	Medium-High
Missing Episodes	Medium
Serious Youth Violence	Low-Medium
Knife Crime	Medium
Radicalisation	Medium
Community Tensions/Hate Incidents	Low

Local safeguarding partners continue to identify child criminal exploitation (CCE), child sexual exploitation (CSE), county lines activity, serious youth violence, missing children and online exploitation as significant safeguarding concerns across Bristol. Children who experience adverse childhood experiences, social vulnerability, poor attendance, mental health difficulties, SEND or communication needs may be at increased risk of exploitation and coercion.

Bristol safeguarding partners highlight the ongoing risks associated with criminal exploitation and county lines activity, including the recruitment of vulnerable children into drug distribution, criminal behaviour and associated violence. Contextual safeguarding concerns may arise within peer groups, community settings, transport networks and online environments. [\[bristolsaf...arding.org\]](http://bristolsafeguarding.org)

Online exploitation remains an emerging concern. Children and young people may be vulnerable to grooming, coercion, harmful sexual behaviour, extremist material, criminal exploitation and risks associated

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with social media, gaming platforms and online communication. [\[bristolsaf...arding.org\]](#)

Local safeguarding partners also recognise the link between children who go missing and increased vulnerability to exploitation, abuse and extra-familial harm. Missing episodes should always be viewed as a potential indicator of unmet need or safeguarding risk. [\[bristolsaf...arding.org\]](#)

Given the profile of pupils attending Manor Wood School, particular consideration is given to vulnerabilities associated with SEMH needs, Autism Spectrum Condition (ASC), communication difficulties, trauma, family instability, emotional dysregulation, poor mental health, social isolation and difficulties in recognising unsafe relationships or exploitation. These factors may increase susceptibility to grooming, manipulation, online harm and exploitation.

13.3 Local Contextual Safeguarding Assessment

Local Contexts Identified:

Community Contexts

- Public transport routes, railway stations and transport hubs.
- Parks, recreational spaces and city-centre locations.
- Retail and shopping areas where pupils may spend unsupervised time.
- Community venues and locations identified through safeguarding partner updates.

Online Contexts

- Social media platforms.
- Gaming environments.
- Messaging applications.
- Online grooming, exploitation and sextortion risks.

Peer Contexts

- Friendship groups and peer networks.
- Child-on-child abuse concerns.
- Online peer interactions.
- Contact with peers from other educational settings.

Adult Contexts

- Child criminal exploitation.
- County lines activity.
- Domestic abuse.
- Missing children.
- Online exploitation.
- Emerging safeguarding concerns identified through partnership working and school safeguarding data. [\[bristolsaf...arding.org\]](#), [\[bristolsaf...arding.org\]](#)

Local Locations:

The school recognises that children may be vulnerable to harm, exploitation and abuse within a range of community settings. In line with Bristol's contextual safeguarding approach, consideration is given to:

- Public parks, recreational spaces and other locations where young people may gather unsupervised.
- City centre and retail environments where children may spend time independently.
- Public transport routes, transport hubs, railway stations and bus stations, particularly where safeguarding partners identify concerns linked to exploitation, missing children or county lines activity.
- Community venues and public spaces identified through safeguarding partner intelligence, school safeguarding concerns or multi-agency discussions

13.4 School Level Indicators

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The purpose of this analysis is to identify any emerging exploitation themes.

Number of Exploitation Concerns in the Previous Year 2025-2026

There is currently no specific exploitation category recorded within the school's safeguarding reporting system. However, several safeguarding concerns identified during the reporting period may indicate vulnerability to exploitation and therefore require ongoing monitoring. These included:

- 3 Grooming concerns
- 4 Criminal Behaviour concerns
- 4 Substance Abuse and Addiction concerns
- 3 Drugs concerns
- 2 Alcohol-related concerns
- 4 Child Missing from Education concerns
- 4 Online Safety concerns
- 2 Cyber Bullying concerns
- 4 Child-on-Child Abuse concerns

No significant pattern indicating widespread or emerging child exploitation was identified. However, these areas will continue to be monitored collectively to identify any developing risks.

Missing Episode Patterns

The safeguarding data recorded four Child Missing from Education concerns during the reporting period. The available data on Sleuth does not provide sufficient detail to identify recurring patterns relating to frequency, location, duration or repeat incidents however Individual safeguarding records and attendance monitoring remain essential in identifying potential exploitation risks linked to missing episodes.

Attendance Trends

Eight attendance-related safeguarding concerns were recorded during the reporting period. Whilst the safeguarding data indicates attendance remains a vulnerability factor for some pupils, wider attendance analysis would be required to identify whole-school trends and any links with exploitation risk.

Behaviour Trends

Behaviour-related safeguarding concerns included:

- 8 Bullying concerns
- 4 Threats of Harm concerns
- 4 Criminal Behaviour concerns
- 2 Cyber Bullying concerns
- 4 Child-on-Child Abuse concerns
- 4 Harmful Sexualised Behaviour/Language concerns
- 2 Sexual Language concerns

These themes indicate that peer relationships, behaviour regulation, and harmful or inappropriate interactions remain important areas for ongoing monitoring and preventative education.

Use of Mobile Devices in Safeguarding Incidents

Mobile device usage is not recorded as a separate safeguarding category. However, four Online Safety concerns and two Cyber Bullying concerns suggest that digital technology and online communication continue to feature within safeguarding incidents and should remain a focus of preventative education and monitoring.

Online Safety Incidents

During the reporting period there were:

- 4 Online Safety concerns
- 2 Cyber Bullying concerns

These concerns highlight the continued importance of educating pupils about safe online behaviour,

digital resilience and appropriate use of technology.

Peer-on-Peer Abuse Trends

The school recorded:

- 4 Child-on-Child Abuse concerns
- 4 Harmful Sexualised Behaviour/Language concerns
- 2 Sexual Language concerns
- 8 Bullying concerns

These findings indicate the ongoing need to promote respectful relationships, appropriate boundaries, and a safeguarding culture where pupils feel confident reporting concerns.

13.5 Prevention and Curriculum

Pupils are educated about exploitation, safeguarding and personal safety through a combination of PSHE, Relationships and Sex Education (RSE), online safety education, therapeutic interventions, pastoral support and safeguarding-focused assemblies.

The curriculum is designed to be developmentally appropriate and accessible to pupils with SEMH and SEND needs, using a trauma-informed and relationship-based approach.

Healthy Relationships

Pupils learn about positive relationships, respect, boundaries, equality, kindness, recognising unhealthy relationships and how to seek help if they feel unsafe.

Consent

Pupils are taught about personal boundaries, bodily autonomy, respect for others, permission seeking, privacy, appropriate touch and the importance of obtaining and giving consent within age-appropriate relationships.

Grooming

Pupils are educated about grooming behaviours, manipulation, coercion, secrecy, warning signs and how trusted adults can help keep them safe.

Online Exploitation

Online safety education includes social media awareness, online grooming, image sharing, sextortion, cyberbullying, gaming risks, privacy settings and reporting concerns.

County Lines and Child Criminal Exploitation

Age-appropriate learning helps pupils understand how young people may be exploited by others, including through gifts, money, friendship groups, intimidation, criminal activity and county lines operations.

Serious Violence

Pupils learn about personal safety, managing conflict, consequences of violence, emotional regulation, positive decision-making and where to access support.

Missing Episodes

Pupils are supported to understand the risks associated with going missing, running away, disengaging from trusted adults and becoming vulnerable to exploitation.

Trusted Adults

All pupils are helped to identify trusted adults both within school and outside school. Pupils are regularly reminded how to raise concerns and access support when worried about themselves or others.

Record of Provision

PSHE / RSHE Provision

- PSHE Association
- Relationships Education
- Online Safety Curriculum
- Safeguarding and Protective Behaviours activities
- Emotional Literacy and Resilience programmes

Assemblies and Awareness Activities

- Online Safety Awareness
- Anti-Bullying Week

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- Safeguarding and Protective Behaviours themes
- Healthy Relationships education
- Prevent and online safety awareness, where appropriate

Specialist Interventions

- Therapeutic interventions
- Pastoral mentoring
- Emotional regulation support
- Individual safeguarding work led by the DSL or pastoral team
- Targeted online safety and exploitation interventions where concerns are identified

External Agencies Used

- Avon and Somerset Police
- Bristol Safeguarding Children Partnership
- Safer Connections / contextual safeguarding services
- Children's Social Care (First Response)
- Family Help Services
- NSPCC resources and campaigns
- CEOP (Child Exploitation and Online Protection)
- Local health and mental health services where appropriate

13.6 Multi-Agency Arrangements

Where concerns arise that a child may be at risk of child sexual exploitation (CSE), child criminal exploitation (CCE), county lines involvement, trafficking, serious youth violence or other forms of extra-familial harm, staff must immediately report these concerns to the Designated Safeguarding Lead (DSL). The DSL will assess the level of risk and escalate concerns to Children's Social Care (First Response), Avon and Somerset Police and other relevant safeguarding partners where threshold criteria are met. [\[bristol.gov.uk\]](https://bristol.gov.uk)

Where exploitation concerns indicate a risk of significant harm, Children's Social Care may convene multi-agency strategy discussions in accordance with statutory safeguarding procedures. The school will participate in and contribute to these discussions, providing relevant safeguarding information, professional analysis and risk assessments to support decision-making and child protection planning. [\[bristol.gov.uk\]](https://bristol.gov.uk)

The DSL may request or attend professional meetings, child protection conferences, Team Around the Child (TAC) meetings, Family Help meetings, contextual safeguarding meetings and other multi-agency forums where exploitation or vulnerability concerns have been identified. Information will be shared in accordance with safeguarding legislation and local partnership arrangements. [\[bristolsaf...arding.org\]](https://bristolsafeguarding.org), [\[bristol.gov.uk\]](https://bristol.gov.uk) Contextual safeguarding concerns will be shared through established multi-agency processes, including safeguarding referrals, strategy discussions, professional meetings, police liaison, local authority consultations and safeguarding partner networks. Particular attention will be given to risks arising from peer groups, community locations, online environments and extra-familial influences. [\[bristolsaf...arding.org\]](https://bristolsafeguarding.org)

Where appropriate, the school will support disruption activity aimed at reducing the risk of exploitation and harm. This may include sharing relevant intelligence with Children's Social Care, Avon and Somerset Police and safeguarding partners, implementing robust risk management plans, increasing supervision, supporting attendance and engagement, working with parents and carers, and contributing to multi-agency plans designed to safeguard children and disrupt exploitative activity.

13.7 Annual DSL Reflection

What Exploitation Concerns Have Emerged This Year?

No significant or widespread pattern of child exploitation has been identified during the reporting period. However, isolated concerns relating to grooming, online safety, substance misuse, criminal behaviour and children missing from education highlight areas of vulnerability that require continued monitoring and early intervention.

What Themes or Patterns Have Been Identified?

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Key safeguarding themes identified during the year include:

- General safeguarding and welfare concerns
- Mental health and emotional wellbeing
- Self-harm
- Peer relationship difficulties and bullying
- Child-on-child abuse and harmful sexualised behaviour
- Online safety and cyber-related concerns
- Attendance concerns and children missing education
- Early Help and wider family support needs

The safeguarding data also demonstrates that a small number of pupils account for a higher proportion of recorded concerns, reinforcing the importance of individualised safeguarding planning, targeted interventions and multi-agency working.

What Changes Are Required to Improve Prevention, Identification or Response Next Year?

The school will prioritise the following actions:

1. Continue to strengthen preventative education relating to exploitation, grooming, healthy relationships, online safety and harmful sexualised behaviour.
2. Maintain robust monitoring of pupils with vulnerabilities linked to attendance, missing education, substance misuse, online activity and peer relationships.
3. Improve recording and identification of exploitation indicators to support effective analysis of emerging themes.
4. Continue staff training to strengthen early identification of contextual safeguarding risks and exploitation vulnerabilities.
5. Further develop pupil education regarding digital safety, mobile device use and reporting concerns.
6. Maintain targeted support and intervention for pupils with repeated or multiple safeguarding concerns.
7. Ensure safeguarding, attendance and behaviour data are triangulated annually to identify emerging risks and inform preventative practice.

Overall Evaluation:

No emerging school-wide pattern of child exploitation has been identified during the reporting period. The school's safeguarding priorities remain focused on early identification, preventative education, robust monitoring of vulnerable pupils, and strengthening awareness of online and contextual safeguarding risks to ensure that any indicators of exploitation are recognised and responded to promptly.

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Outcomes
First Group