

Hidden

An Educational Resource on Child Sexual Exploitation

Companion workbook to 'Sexual Exploitation - Sex, Secrets and Lies'
booklet, 'Hidden' and 'What's Happening Frankie?' videos.

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Believe in
children
 Barnardo's
Cymru



Developed by Lisa Ambrose for Barnardo's
Cymru Seraf Service in partnership with the
Welsh Government

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Introduction

Everything you need to know to use this publication



Overview

This resource was developed by young people as part of ongoing work by the Welsh Government and Barnardo's Cymru Seraf Service to safeguard and educate young people to stay safe and prevent child sexual exploitation. It is designed to supplement and strengthen the support provided to education services in statutory safeguarding guidance Keeping Learners Safe, published by the Welsh Government in January 2015. We believe it is vital that school staff and other professionals who work with children and young people are given the knowledge and skills to teach pupils about healthy and unhealthy relationships, consent, and how they can protect themselves from sexual exploitation.

With the increasing use of the internet and multimedia sites there are greater risks for young people than ever before. Research undertaken by the Bristol University between 2013 and 2015 found that teenagers accepted the swapping of sexual images and texts as a way of life. Between the ages of 13 and 17, 44% of British girls had sent a pornographic photo of themselves⁽¹⁾. 'Sexting', whereby young people send pictures of themselves via mobile phones, can lead to children and young people being blackmailed, as images can be downloaded onto the internet and viewed by a much wider audience. Many young people are unaware that

forwarding these indecent images to others is a criminal offence.

Schools and further education institutions can help young people to develop awareness and the necessary skills to enable them to navigate potential risks. Encouraging the development of positive relationships between students and staff can encourage and enable young people to talk freely about any worries they may have for their own or others' safety.

'Hidden' and 'What's Happening Frankie?' are both set in Wales and based on real life stories. Showing these films to young people gives them the opportunity to witness the different stages of the grooming process. The discussions which follow enable young people to better understand the impact sexual exploitation has upon young people and explore ways of keeping safe.

The videos and the facilitator's guide are free resources available through both Barnardo's and the Welsh Government website.

(1) Online and on the edge; Real risks in a virtual world. HMIC. 2015.

We believe it is vital that school staff and other professionals who work with children and young people are given the knowledge and skills to teach pupils about healthy and unhealthy relationships, consent, and how they can protect themselves from sexual exploitation.



How to use this pack

This pack includes two lesson plans and extension activities. The lesson plans can be used within Personal and Social Education (PSE) and Sex and Relationship Education (SRE) lessons in secondary schools. Both videos, 'Hidden' and 'What's Happening Frankie?', are suitable for 14–18 year olds. This programme is best suited for individual work sessions, or groups up to a maximum of 30.

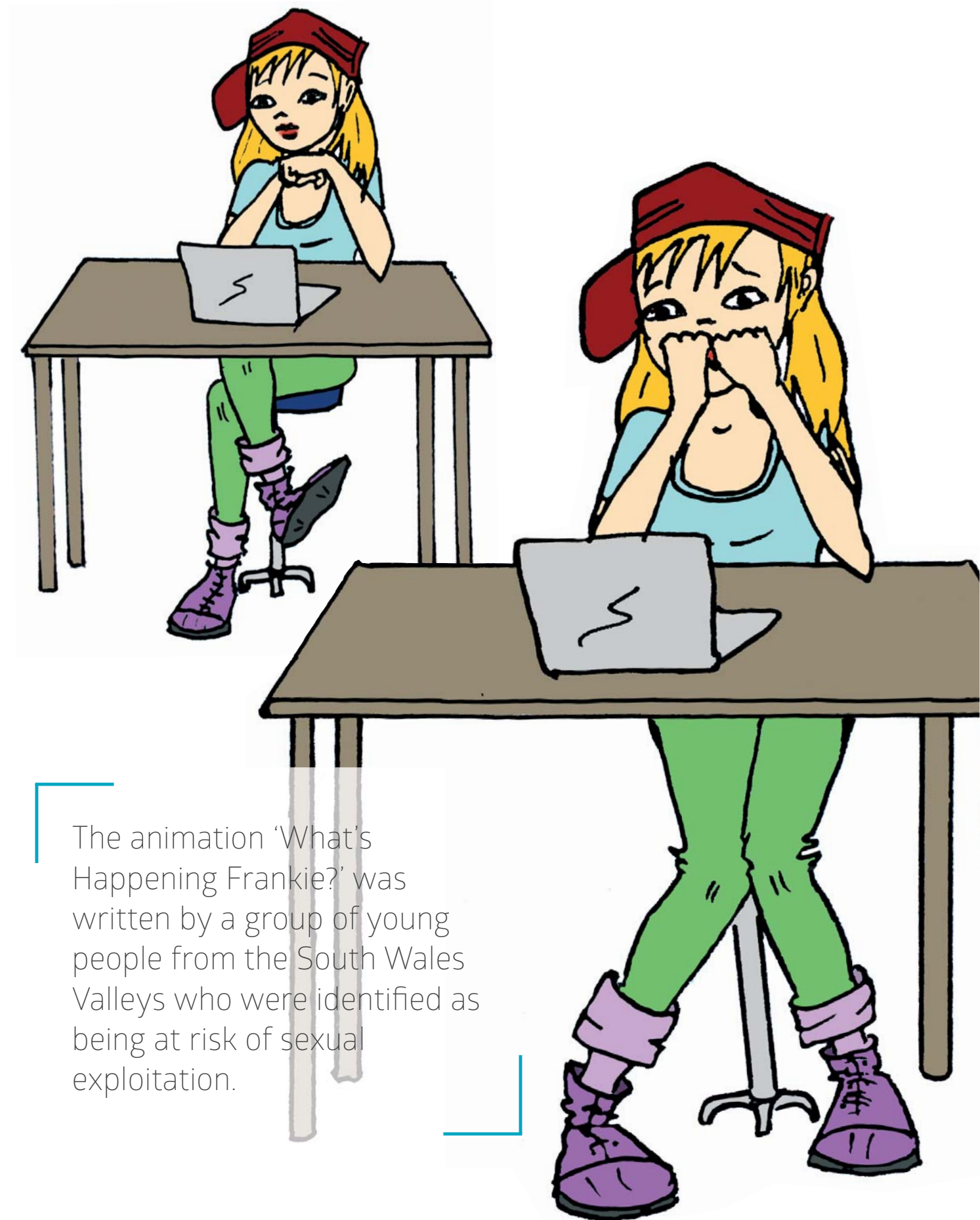
The animation 'What's Happening Frankie?' was written by a group of young people from the South Wales Valleys who were identified as being at risk of sexual exploitation. The character Frankie is based on a true story of a young person who is groomed by a friend of the family. This group of young people wanted to highlight the risks associated with child sexual exploitation and reduce the likelihood of other young people being sexually exploited. The Welsh version was adapted by learners from Ysgol Gyfun Gymraeg Plasmawr in Cardiff.

It must be noted that some students may find 'Hidden' distressing. We

recommend that teachers and facilitators view the videos first to test the suitability for their planned audience and manage it appropriately. We would also suggest that additional staff attend the sessions to support young people in the event that a young person makes a disclosure.

Alternatively, for organisations outside of education, the activities can be delivered as part of a healthy relationships session.

We would encourage facilitators to adapt the pack to suit the specific needs of the group.



The animation 'What's Happening Frankie?' was written by a group of young people from the South Wales Valleys who were identified as being at risk of sexual exploitation.

Child protection: procedures and protocols

The Welsh Government has set out the requirements for keeping learners safe and responding to individual safeguarding concerns.

It is important that all staff working with children and young people understand the child protection procedures and policies that are in place. This is to ensure that child protection procedures are implemented if there is a disclosure from a young person. The Welsh Government guidance Keeping learners safe⁽¹⁾, sets out the requirements placed on those who work within the education service in responding to individual safeguarding concerns and is consistent with the All Wales Child Protection Procedures⁽²⁾. This document also offers access to further advice and guidance on child sexual exploitation.

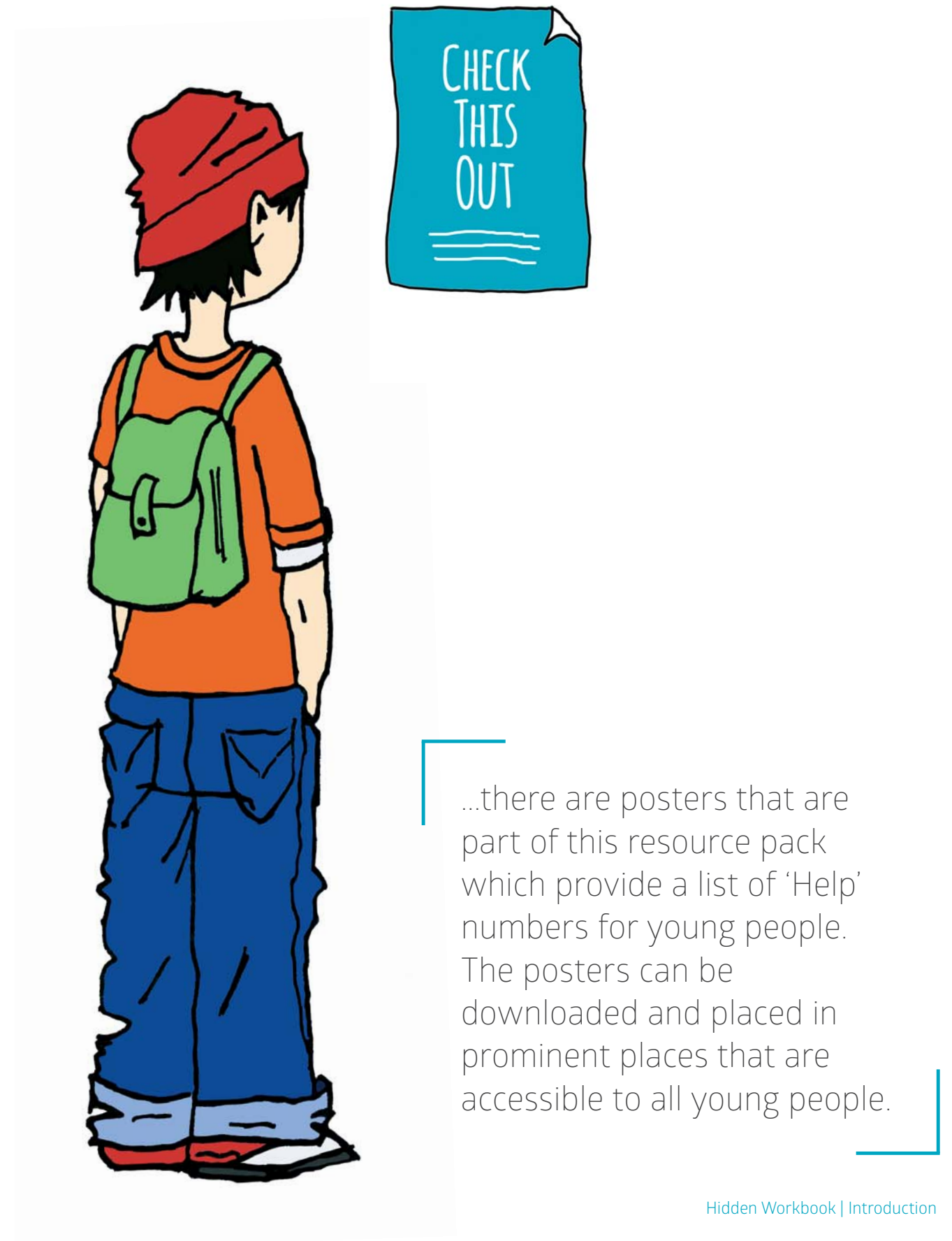
We would advocate that the 'Sexual Exploitation – Sex, Secrets and Lies' booklet is available to young people attending the sessions. The booklet includes a list of 'Help' numbers that young people can be directed to for support.

Additionally, there are posters that are part of this resource pack which provide a list of 'Help' numbers for young people. The posters can be downloaded and placed in prominent places that are accessible to all young people.

All these resources can be downloaded from the Barnardo's website <http://www.barnardos.org.uk/>

(1) Keeping learners safe guidance. 2015, 4.29, pp.43

(2) All Wales Protocol: Safeguarding and Promoting the Welfare of Children who are at Risk of Abuse through Sexual Exploitation. 2006.



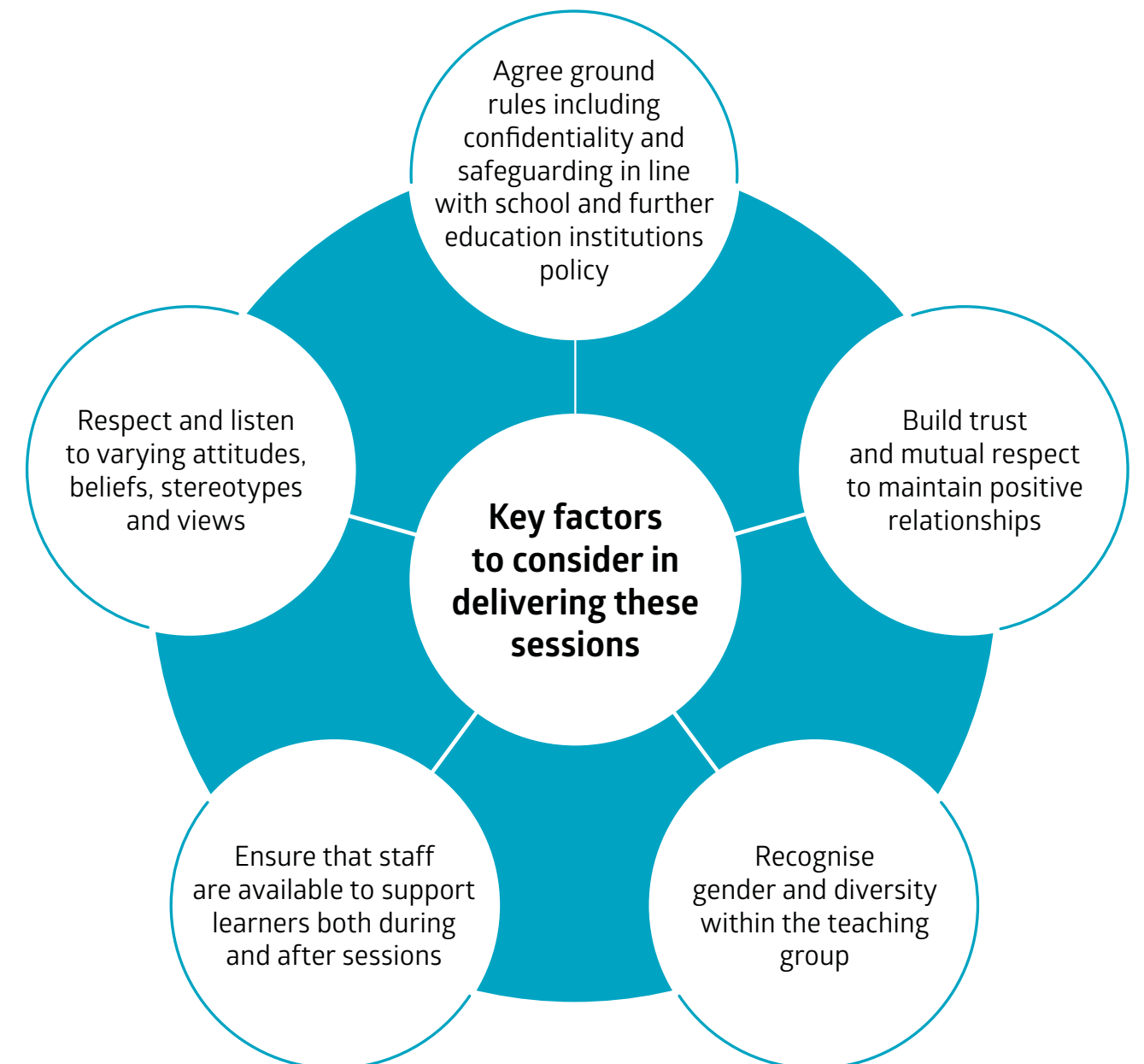
...there are posters that are part of this resource pack which provide a list of 'Help' numbers for young people. The posters can be downloaded and placed in prominent places that are accessible to all young people.

Creating a safe learning environment

A safe learning environment is crucial in helping young people to feel safe and confident enough to participate in learning opportunities, lessons and discussions. Staff working with children and young people can contribute to the development of a safe learning environment by:

- Identifying where there are child welfare concerns and take action to address them, where appropriate, in partnership with other agencies
- Creating opportunities within the curriculum to develop children's understanding, awareness and resilience through the curriculum.

Staff working with children and young people can contribute to the development of a safe learning environment.



Lesson Plans

Easy-to-follow lesson plans for the supplied videos



Lesson plan 1

Introduction to sexual exploitation: 'Hidden' 45 mins

Aims

- Raise the awareness of young people around sexual exploitation and the grooming process
- Explore healthy and unhealthy relationships
- Encourage young people to develop strategies to enable them to deal appropriately with risky situations and accept personal responsibility for their safety.

Learning Outcomes

By the end of this session the young people will be able to:

- Understand the links between choice and consequences. e.g. how easy it is to be drawn into sexual exploitation and how difficult it is to get out of
- Recognise and identify risky situations and factors that make young people more vulnerable to sexual exploitation
- Talk about the emotional and physical impact of sexual exploitation and empathise with others' feelings
- Identify key people they could turn to for support, find ways of minimising risks and plan strategies to help keep themselves safe.

Task	Groupings	Resources	Timings
<p>Warm up activity</p> <p>Explain to learners that they are going to listen to a short extract of music. Ask them to think about who the artist is and what images come to mind whilst they listen.</p> <p>Discuss the lyrics. What do you think the musician is saying? What messages are they giving?</p>	Class activity	<p>Flipchart/whiteboard and marker (suggestions in appendix 1)</p> <p>YouTube streaming or songs downloaded</p> <p>Slide 4</p>	2 mins
<p>Pimp, punter (customer), prostitute/rent boy</p> <p>Divide group into three smaller groups. Give each group a flipchart with one of the terms. Using the flipchart ask them to jot down their ideas around what comes to their mind when they hear the terms pimp, punter, and prostitute/rent boy.</p> <p>Discuss the reality. Pimps, punters and prostitutes could be anyone from any background, male or female of any age.</p> <p>Reflect on the music exercise—who would be the pimp? punter? prostitute/rent boy?</p>	Small groups	<p>Flipchart/whiteboard and marker (appendix 2)</p> <p>Slide 5</p>	8 mins

continued overleaf...

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Task	Groupings	Resources	Timings
<p>What is sexual exploitation?</p> <p>Show definition of sexual exploitation.</p> <p>Discuss the following questions and feedback:</p> <p>What is sexual exploitation?</p> <p>Where does it happen?</p> <p>Who does it happen to?</p>	Small group or whole class discussion depending on the size of the group	Flipchart/whiteboard (appendix 4) Slide 7	5 mins
<p>Grooming process</p> <p>Briefly explain grooming stages.</p> <p>Ask young people to think about the grooming stages when they watch the video.</p>	Classroom discussion	Flipchart/whiteboard and marker (appendix 2) Slide 9	3 mins
<p>Hidden Video</p> <p>Play the video from start to finish without stopping to ask questions.</p> <p><i>Note: Some young people may find some of the scenes disturbing and permission needs to be given beforehand to allow young people the option to leave if they feel distressed.</i></p>		Video, link on slide, or movie file on pen drive	12 mins to play video
<p>Hidden storyboard</p> <p>Following the video ask learners to break off into three groups. Each group has one of the names of the characters in the film, Gemma, Martin, Kirsty. Ask each group to draw four scenes to illustrate the four stages of the grooming process on a flipchart. Discuss the shift from friendship forming to sexual exploitation.</p>	Class activity	Flipchart/whiteboard (see appendix 5 for storyboard and questions) Slide 11	10 mins

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Task	Groupings	Resources	Timings
<p>Safe planning activity</p> <p>Ask young people to think about safety and what it means to them? How do they look out for each other? How do they keep safe when online? Using the worksheet or an outline of their hand, ask them to list five people they could talk to if they had worries.</p>	Group or classroom activity	Flipchart paper and coloured markers (appendix 10) Print off exercise from appendix 11	3 mins
<p>Plenary activity</p> <p>What is sexual exploitation? How do you keep safe?</p>	Classroom discussion	Flip chart/whiteboard	2 mins
<p>Extension activities</p> <p>The activities below can be used to create opportunities for additional learning or discussion.</p> <p><i>Question and answer reflections for 'Hidden'</i></p> <p>Steps to safety worksheet. This exercise helps young people to think about steps that can increase or decrease risks of sexual exploitation.</p> <p><i>Agony Aunt exercise worksheet</i></p> <p>In small groups, ask young people to think about what reply they would give to a letter sent by a young person to an 'agony aunt'. This activity provides the opportunity for young people to give good advice to someone else, even if they themselves are involved in risky behaviour.</p>	Paired working	Question and answer discussion (appendix 6 for 'Hidden') Slide 15 (appendix 12 and 13 for Steps to safety) Slide 16 (appendix 14 for Agony Aunt) Slide 17	

Lesson plan 2

Introduction to sexual exploitation: 'Frankie' 45 mins

Aims

- Raise the awareness of young people around sexual exploitation and the grooming process
- Explore healthy and unhealthy relationships
- Encourage young people to develop strategies to enable them to deal appropriately with risky situations and accept personal responsibility for their safety.

Learning Outcomes

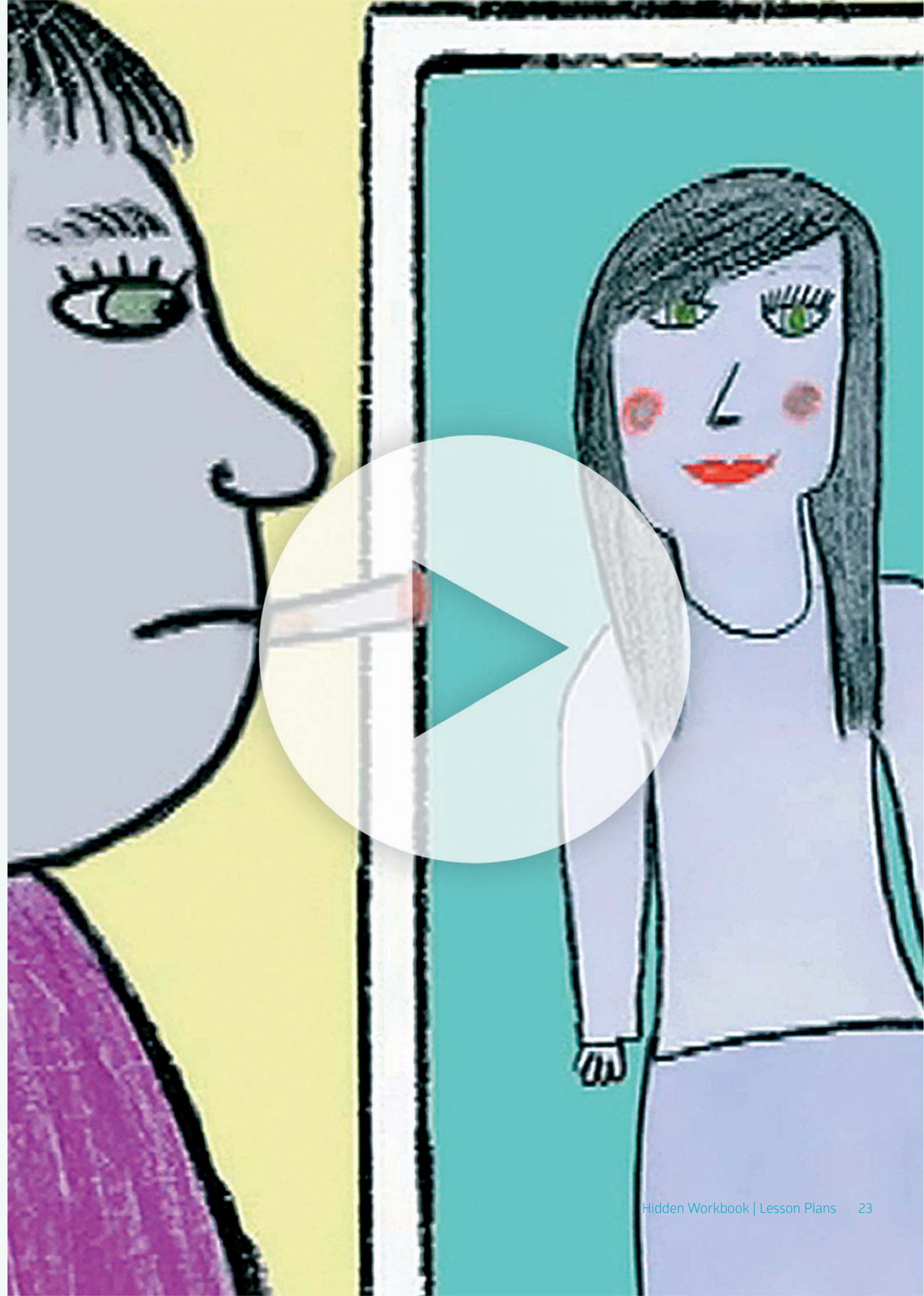
By the end of this session the young people will be able to:

- Understand the links between choice and consequences. e.g. how easy it is to be drawn into sexual exploitation and how difficult it is to get out of
- Recognise and identify risky situations and factors that make young people more vulnerable to sexual exploitation
- Talk about the emotional and physical impact of sexual exploitation and empathise with others' feelings
- Identify key people they could turn to for support, find ways of minimising risks and plan strategies to help keep themselves safe.

Task	Groupings	Resources	Timings
<p>What is sexual exploitation?</p> <p>Show definition of sexual exploitation. Discuss the following questions and feedback:</p> <p>What is sexual exploitation? Where does it happen? Who does it happen to?</p>	Depending on size of group choose to divide into groups or classroom discussion	Flipchart/whiteboard Use definition of sexual exploitation and information in appendix 3 to discuss Slide 4	10 mins
<p>Grooming process</p> <p>Briefly review grooming stages. Ask young people to think about the grooming stages when they watch the video.</p>	Classroom discussion	Flipchart/whiteboard (appendix 4) Slide 6	5 mins
<p>'What's Happening Frankie?' video</p> <p>First play the video from start to finish without stopping to ask questions.</p> <p><i>Note: Some young people may find some of the scene disturbing and permission needs to be given beforehand to allow young people the option to leave if they feel distressed.</i></p>		Video, link on slide, or movie file on pen drive. Slide 7	10 mins to play DVD
<p>Storyboard</p> <p>Following the video ask learners to draw four scenes to illustrate the four stages of the grooming process from the animation. Discuss the shift from friendship forming to sexual exploitation.</p>	Class activity	Flipchart/whiteboard (appendix 5) Slide 8	15 mins

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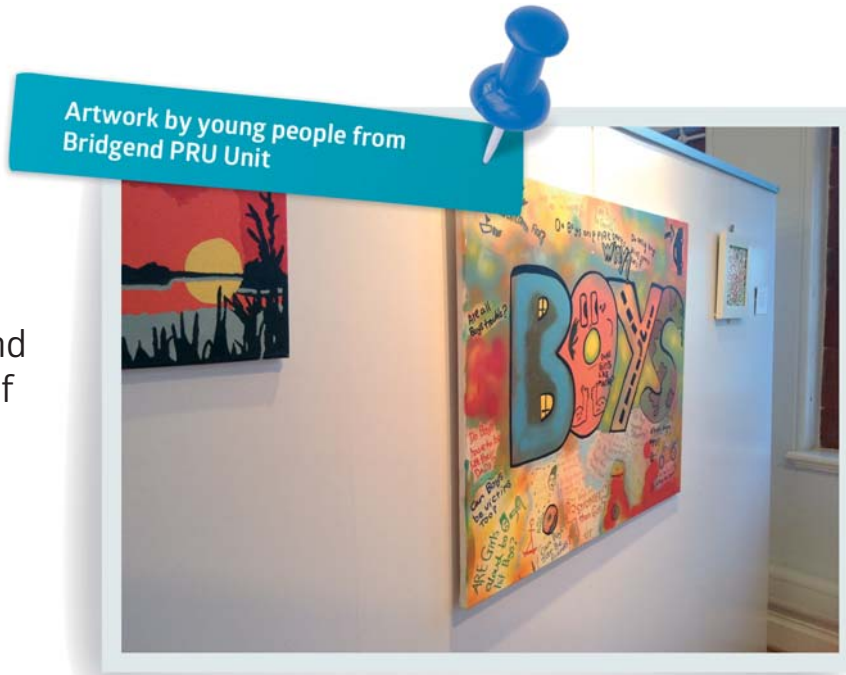
Task	Groupings	Resources	Timings
<p>Plenary activity</p> <p>What have we learnt about sexual exploitation? What are the grooming stages?</p>	Classroom discussion	Flipchart paper and markers Slide 9	5 mins
<p>Extension activity</p> <p>Question and answer cards about the video.</p> <p>Learners discuss questions and write down answers with the option to feedback responses if there is time.</p>	Paired working	Question and answer reflection cards (see appendix 8 and 9) Slide 11	



Comments from teachers and learners

“By doing this project we had lots of fun and learned many things. We’ve improved our confidence and appreciated every minute of working in the project and from now on we will listen to our GUT INSTINCT! Thank you very much”

Learners from Ysgol Gyfun Gymraeg Plasmawr High School



“At Ysgol Plasmawr we do a lot of work raising the self-esteem of our young pupils. Our work with Barnardo’s Cymru has enabled us to develop this work in a very innovative and exciting way. The power of the message was proven when, one morning in the middle of this project, two girls came to me with worries about a fellow pupil who was contacting a ‘friend’ on social media in a way that made her friends nervous. They had the confidence to talk to her and to us and we were able to intervene. This was the girls’ ‘gut instinct’ at work!”

Teacher from Ysgol Gyfun Gymraeg Plasmawr High School



“Willows High School is based in an area of social and economic disadvantage. We have some fantastic Czech, Roma, and Slovak students who found it hard to fit in. Barnardo’s saved the day with engaging workshops filled with dance, song and art. The bonds these girls have made and the confidence they have gained shines.”

Teacher from Willows High School



Young people from Bryn Alun High School create a graffiti wall

“The workshops are an invaluable resource and should be delivered to as many young people as possible. The way the session was laid out enabled the hard hitting information to be delivered first; and the poetry and the art and craft lightened the mood and the young people left on a high. The session raised awareness on a very serious topic and introduced the young people to writing poetry and graffiti art, which are both powerful tools for expressing how we feel.”

Teacher from Bryn Alun High School



Young People from Eastmoors Youth Centre film the making of their 'Dreams' graffiti wall

“I like us all being together. It’s important we learn what to and what not to do to keep safe. We need to keep safe and look out for each other.”

“I look forward to coming to the group, it’s fun, exciting and interesting. I’ve learned a lot. It’s helped me to talk when I feel sad about things.”

Comments from learners from Willows High School



Young people from Willows High School explore relationships

“Thank you for the invite today for the ‘Building Bridges’ event. I found it extremely informative and I was moved by the performances (so were the students I brought with me). This programme is definitely something we would like to have in Cathay’s High so please keep me updated with any resources. If there is anything I can be involved in, please let me know! It is obvious that so much work has gone into this project and thank you for coming up with this and this will benefit our community greatly.”

Teacher from Cathay’s High School

Acknowledgements

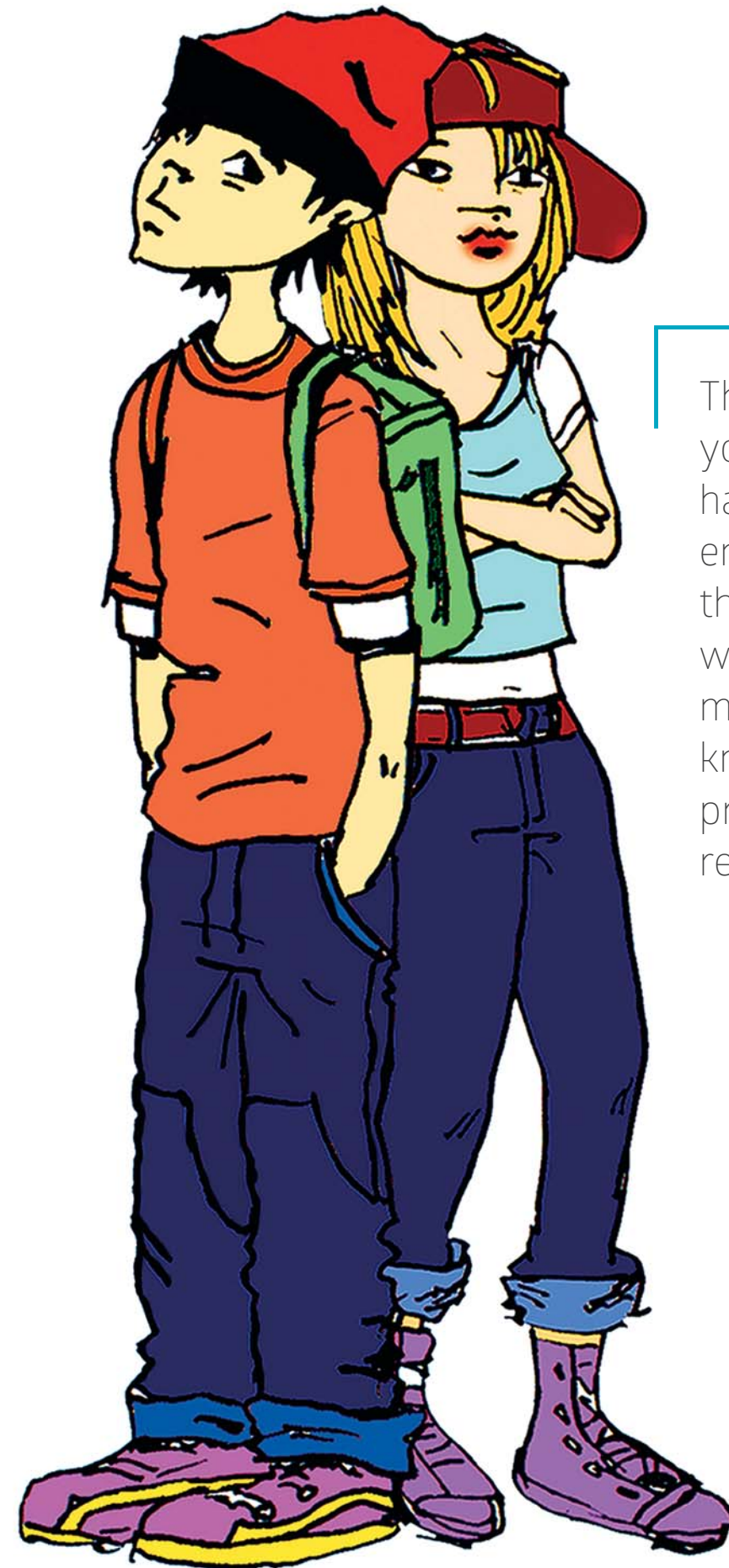
Thank you to all the young people who have been brave enough to talk about their experiences and who have taught us so much of what we now know in the preparation of this resource.

Thank you for trusting us and sharing your stories with us. Your experiences and suggestions are the inspiration for this resource pack.

We would also like to thank the many people including professionals, teachers, facilitators, youth workers and students who have contributed in so many ways to the development of this pack—especially Liz, who volunteered so much of her time; Dot, Sian, Ruth, Michelle and Anita—your ideas and suggestions have been invaluable.

Barnardo's Cymru Seraf Service in partnership with the Welsh Government

Developed by Lisa Ambrose on behalf of the Welsh Government.



Thank you to all the young people who have been brave enough to talk about their experiences and who have taught us so much of what we now know in the preparation of this resource.

Appendices

Activities, scenarios, worksheets and much more



Appendix 1: Warm up

We have included this activity in the pack to introduce the subject of sexual exploitation in a way that is non-threatening to young people. The purpose of this activity is to encourage consideration of the language of popular music, how it objectifies people and how this impacts on our culture and values.

We hope it will encourage young people to think about whether people and their bodies are commodities to be bought and sold.

Definition of objectivity: the action of degrading someone to the status of a mere object – Oxford dictionary

Songs for discussion

These songs are used to help young people think about the lyrics and the meanings behind the lyrics associated with sexual objectification. Young people can be encouraged to come up with their own songs.

Rihanna: 'Bitch better have my money' uses lyrics to justify violence in relationships.

50 Cent: 'Candy Shop' is set in a brothel with women being portrayed as sex objects.

Maroon 5: 'Animals' lyrics include: 'baby, I'm preying on you tonight/hunt you down eat you alive'. 'Maybe you think that you can hide/I can smell your scent for miles' illustrating rape as some sort of sexual game.

Ludacris & ICE-T: Rap artists that use sexual objectification, homophobia and violence in their songs.

Jason Derulo: 'Talk Dirty' lyrics include; 'Been around the world, don't speak your language/but your booty don't need explaining/all I really need to understand is/when you talk dirty to me'. Jason depicts himself as the punter who is looking for any woman from any nationality to 'talk dirty'.

Robin Thicke: 'Blurred Lines'; lyrics include: 'you're an animal' and 'I hate these blurred lines / I know you want it/you the hottest bitch in this place/but you're a good girl/the way you grab me/must want to get nasty/not many women can resist this pimping'. Rather than viewing women as actual human beings, Thicke portrays them as animals starved for sexual gratification. This song seems to imply that there are blurred lines between consent and rape. The video also clearly demonstrates a power dynamic, in which men are dominant and women are treated as sex objects.

Appendix 2: Pimp, punter, prostitute/rent boy

This activity has been developed to encourage young people to think about stereotypes associated with the terms pimp, punter and prostitute/rent boy. We usually get a lot of interesting comments from young people, which allows us to challenge some of the stereotypes they may have.

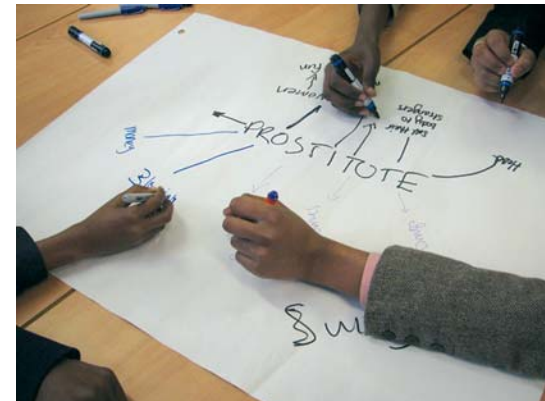
In 2003, it became illegal for anyone to pay for sex with a child under 18 years of age. As a result of the campaigning work of charities, such as Barnardo's, the words 'child prostitution' were changed to 'child sexual exploitation'. Child sexual exploitation has since been re-defined as abuse rather than choice.

Students from Fitzalan High School explore stereotypes.

“

A pimp wears bling, a furry coat, drives flashy cars, has lots of money and girls.

”



“

A punter is called a John, he's lonely, fat, ugly, and has no sex.

”

“

A prostitute/rent boy is called a hooker, they trade or turn tricks and may need money or drugs.

”

Appendix 3: What is sexual exploitation?

The term sexual exploitation can be difficult to explain to young people. In this activity, we have tried to use language that is easier for young people to understand. We have found that it is usually only when young people have seen the video that they have a deeper understanding of what sexual exploitation actually is.

Definition of sexual exploitation

This is a definition written by a group of young people. It is included in the booklet 'Sexual Exploitation - Sex, Secrets and Lies', which was created by young people who wanted to raise awareness of the risks of sexual exploitation.

Sexual exploitation basically means that somebody may be tricking you to have sexual contact with them or other people. This could include doing sexual things in return for money, drugs, somewhere to stay, gifts or favours. It can be hard to recognise because you often believe you are in a good relationship with the person/people who are abusing.⁽¹⁾

The statutory guidance uses the following definition:

Child sexual exploitation is the coercion or manipulation of children and young people into taking part in sexual activities. It is a form of sexual abuse involving an exchange of some form of payment which can include money, mobile phones and other items, drugs, alcohol, a place to stay, 'protection' or affection. The vulnerability of the young person and grooming process employed by perpetrators renders them powerless to recognise the exploitative nature of relationships and unable to give informed consent.⁽²⁾

In 2014, Barnardo's worked with 1,940 young people who were sexually exploited in Britain. In one month alone, Barnardo's services worked with 126 children aged 10 to 13 who had been subjected to sexual exploitation. Within a Welsh context, during 2014–2015 over 700 young people were identified as being at risk of sexual exploitation. Sexual exploitation affects young people

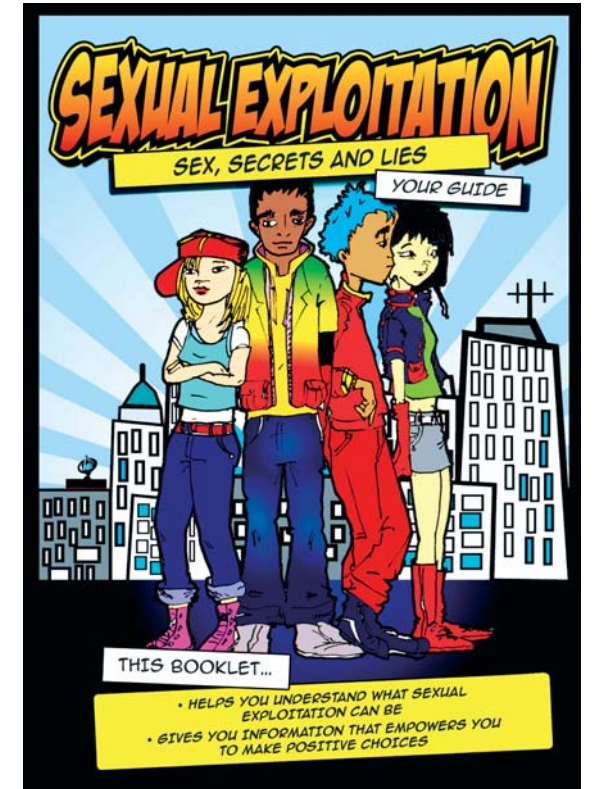
from all backgrounds and cultures all across Wales.

Jan Coles and Dr Sam Clutton undertook Wales specific research in 2008 which showed that 40% of young people who were at significant risk of sexual exploitation were boys and 60% were girls.⁽³⁾

⁽¹⁾ *Sexual Exploitation - Sex, Secrets and Lies (2013). Welsh Government and Barnardos Cymru.*

⁽²⁾ *Safeguarding children and young people from sexual exploitation (2011, p.9)*

⁽³⁾ *Coles, J., Clutton, S. (2008). "Child Sexual Exploitation: 3 years on". Cardiff; Barnardo's.*



Appendix 4: Explanation of the grooming stages

1. Targeting/contacting

The groomer, could be a male or female and will be looking for a young person or a group of young people in places such as schools, parks or by creating false profiles on the internet. They will show an interest in you and perhaps offer you something, for example, a cigarette, a drink or someone to talk to for support.

2. Relationship building/sharing activities

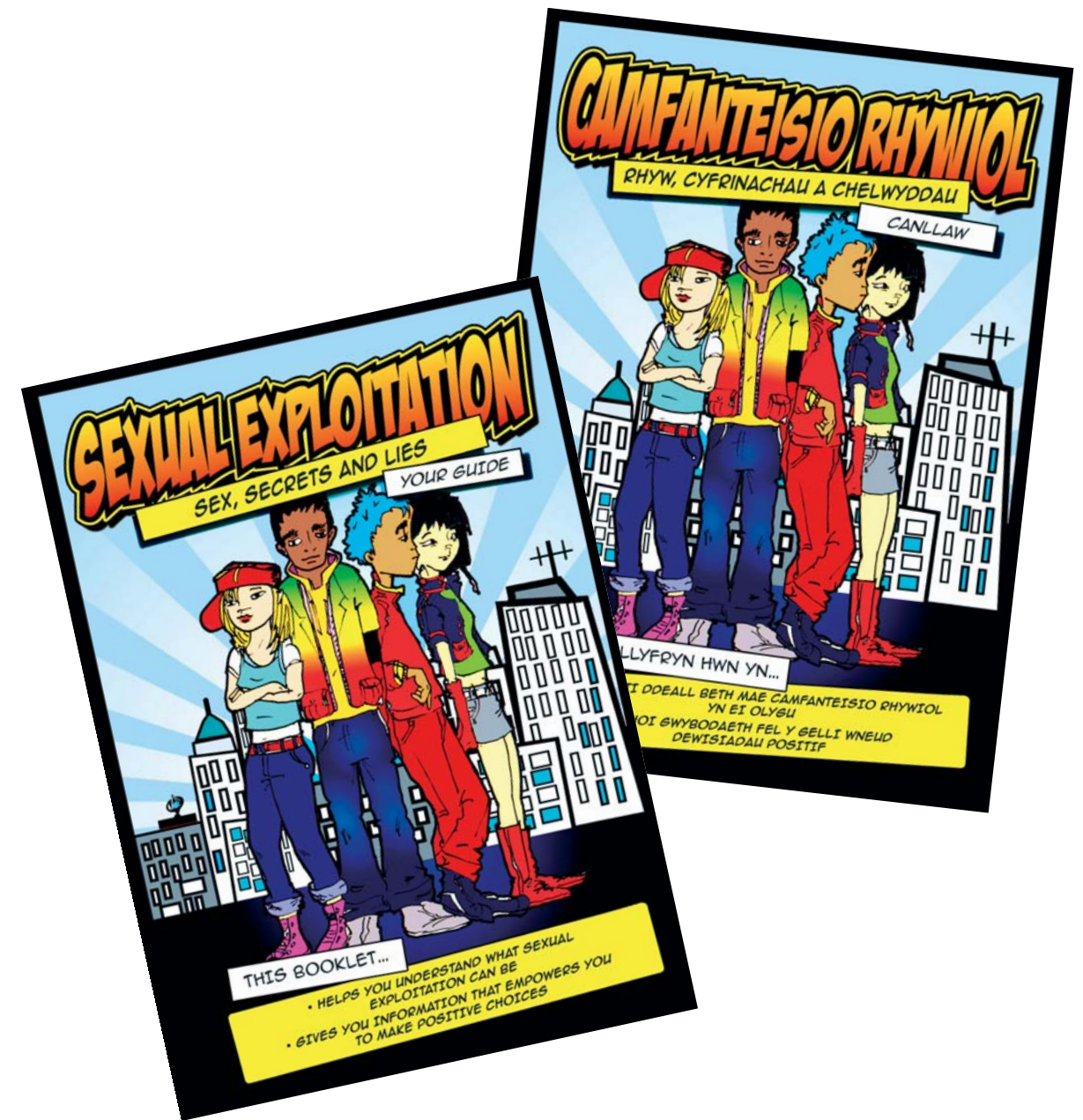
The groomer will want to keep contact with you and may give you a mobile phone. They may compliment you on your looks and maturity; do favours for you, such as giving you a lift; do fun things with you. You may begin to spend less time with your friends and family.

3. Fake loving relationship/friendship

You may enter a sexual relationship with the groomer. Within the fake friendship you may be introduced to sex through, for example, porn or watching sexual acts. You may think everything is fine and that you are in control, but the groomer is slowly gaining more control.

4. Abusive relationship/sexual exploitation

This is when you may be forced into having sex with others for something you need or want, by either force or persuasion. Groomers can persuade you to do sexual things like being filmed performing sexual acts by using emotional blackmail and making it sound normal.



Appendix 5: 'Hidden' storyboard activity

Following the video, ask young people to draw four scenes to illustrate the four stages of grooming from 'Hidden'.

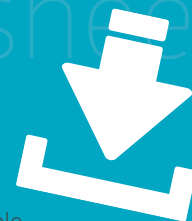
Targeting		Relationship building/sharing activities	
Fake loving relationship/ friendship		Sexual exploitation	

Appendix 6: Extension activity: question, answers and reflections

Discuss the following questions:

- How do you feel after watching the video?
- What are your thoughts about the film?
- Who does sexual exploitation happen to?
- Where are Martin, Gemma or Kirsty in the grooming process and how did they get there?
- How do you think Martin, Gemma or Kirsty could have kept themselves safe?
- How could Martin, Gemma or Kirsty get out of the situation they are in now and get help?

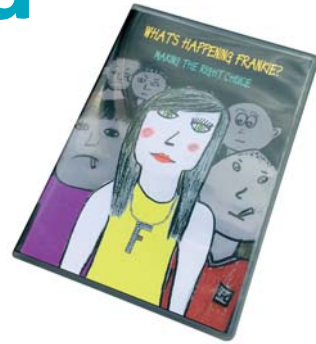
'Hidden'
storyboard
activity
worksheet



This worksheet available as a separate download.

Appendix 7: 'What's Happening Frankie?' storyboard

Ask young people to draw four scenes to illustrate the four stages of grooming from 'What's Happening Frankie?'



Targeting		Relationship building/sharing activities	
Fake loving relationship/friendship		Sexual exploitation	

'What's Happening Frankie?' storyboard worksheet



This worksheet available as a separate download.

Appendix 8 and 9: Extension activity questions and answers

Scene 1:
Frankie is on Facebook talking to her sister Debbie.

Question:
What kind of reputation does Brownie have and why do you think Frankie's sister Debbie was concerned about Brownie being nice to her?

Scene 2:
Frankie asks her mother to go to the disco and for money for new clothes.

Question:
How does Frankie's home life make her vulnerable?



Answer:
Discussion can be taken with young people around early identification of risky adults.

Answer:
Vulnerabilities; negative role models; family substance misuse; breakdown of family relationships; emotional neglect; low self-esteem.

'Frankie' extension activity questions worksheet



This worksheet available as a separate download.

...continuation

Scene 3:
Brownie gives money to Frankie.

Question:
In what ways does Brownie target Frankie?

Question:
How could Frankie have got home safely?



Answer:
Brownie can see that Frankie is vulnerable as a result of a lack of parental attention and is in need of money to go out and participate in normal activities and he therefore provides her with money and attention.

Scene 4:
Driving home from the disco with Brownie.

Question:
At which stage of the grooming process has Frankie and Brownie's relationship moved into?



Answer:
Discussion can take place with young people around ways in which they could keep safe, whilst identifying protective and risk factors in their lives.

Scene 5:
Frankie's birthday.

Question:
How was Frankie's birthday an opportunity for Brownie to progress the relationship?



Answer:
Friendship forming: at this stage Brownie provides a sense of security and safety by offering to take Frankie home. He also gives her a key to his flat offering her an escape from her problems at home and as such starts to create a dependency. She is made to feel grown up and is given drugs.

Scene 6:
A few weeks later.

Question:
How will the story end for Frankie?



Answer:
This scene highlights Frankie's relationship with her mother and demonstrates feelings of isolation and loneliness which Brownie is able to exploit.

Appendix 10: Safe planning activity

Safe planning is an essential element of the education work around sexual exploitation. The main aim is assisting young people to identify risks and explore ways of keeping safe. We have often encouraged young people to use the creative arts to process their thoughts and feelings around healthy and unhealthy relationships, stereotypes and sexual exploitation. Young people are encouraged to think about their actions and take responsibility for keeping themselves safe.

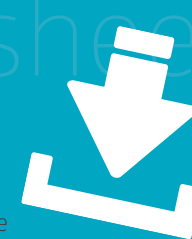


Appendix 11: Safe planning worksheet

Using the hand outline below, write down in each digit someone who you trust and who could help you if you needed it.



Safe
planning
worksheet



This worksheet
available as a separate
download.

Appendix 12: Steps to safety

Think about a situation and then think of four steps to help make the situation safer and move yourself away from danger and being at risk.

Your thoughts...

4

Step 4: You're out of danger and you're safe.
Your last step to safety:

3

Step 3: You're still in some danger.
Your step closer to safety:

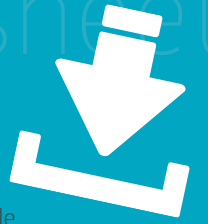
2

Step 2: You're still in lots of danger.
Your step closer to safety:

1

Step 1: Danger zone. You are at risk.
Your step closer to safety:

Appendix 13: Steps to safety scenarios



a

Harry is 15 years old and hates his step-father, who has been assaulting him since he moved in with Harry and his mum. Harry takes refuge by hanging out with his family friend 'uncle Jim' at his house. He treats him like a grown-up and lets him drink alcohol and watch porn.

b

Hannah is 13 years old and always walks home at night after seeing her friends. She also always takes the shortcut through the park. It's now getting dark as it's winter and the park has no lights and there aren't as many people around as there were in the summer.

c

Becky is 14 years old and has a boyfriend Chris. They have been together for several weeks now and Chris wants to have sex with Becky so organises a hotel room for them this Saturday. Becky wants to make Chris happy and lies to her foster carer about staying at a friend's house so she can meet Chris.

d

Dave likes hanging out with his mates and smoking cannabis. Dave hasn't been to school for months and hasn't told anyone where he goes. Dave spends most of his time round the flat of his 18 year old mate, Alan, because he lives on his own.

e

Sam is 16 years old and is at an older friend's house party. There are lots of older people in their 30s and everyone is drinking, smoking cannabis and being offered cocaine. No one knows Sam is at the party.

f

Owen is 11 years old and hates school. He bunks off lessons because he finds reading and writing hard and doesn't have many friends. Owen is thinking of running away from home and school; he thinks no one cares about him and no one would miss him.

g

Jenny is 17 years old and her friend Stacy is 32 years old. Stacy looked after Jenny when she found her sleeping rough, after she had been thrown out of her home. They've become friends but now Stacy wants Jenny to have sex with people for money as she says she owes her for looking after her.

Appendix 14: Agony Aunt letter

Agony
Aunt
letter
worksheet

This worksheet available
as a separate download.



Dear Agony Aunt,

I'm really worried about about my friend. She has been going out with this bloke who is much older than her. She says she's really happy because he's good looking, has a car and spends loads of money on her. She gets to do things that I'd never be allowed to do, like miss school and stay away from home. I am worried about her though. We used to be really close but she doesn't talk to me anymore.

She reckons I'm jealous but I'm not. I think it's a bit weird. I just get cross 'coz she's really secretive and she only does what he wants her to do, I never see her now. The worst time was when she went missing for two weeks and didn't tell anyone where she'd been.

I just want my mate back, what should I do?
Please help...

Jody

Appendix 15: Posters

'Five Key
Ways...'
Poster

This poster available
as a separate
download.



Five Key Ways to Tackle Child Sexual
Exploitation within Your Organisation

**Credwch
mewn plant
Believe in
children**

**Barnardo's
Cymru**
Barnardo's Cymru
Seraf Service

Llywodraeth Cymru
Welsh Government

Barnardo's Registered Charity Nos. 216250 and 50037605.



1. Raise awareness through PSE lessons
2. Ensure that clear and consistent child protection procedures are in place for all staff including non-teaching staff
3. Ensure that all staff regularly attend safeguarding training
4. Create opportunities for all staff to build relationships with learners
5. Build and maintain a collaborative approach to addressing safeguarding concerns with police and other agencies

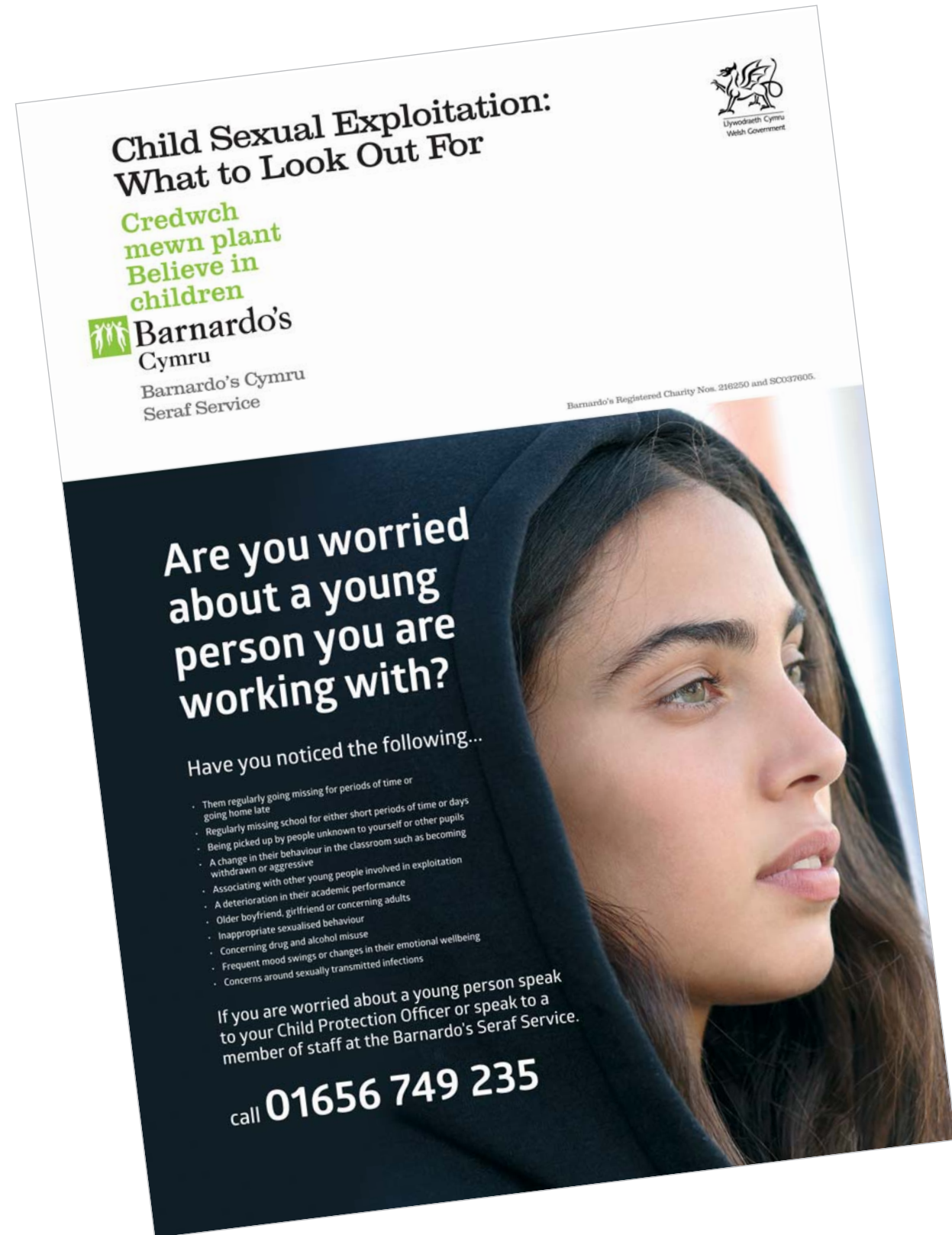
continued overleaf...

...continuation

Worksheet

'Sexual Exploitation' Poster

This poster available as a separate download.



**Child Sexual Exploitation:
What to Look Out For**

**Credwch
mewn plant
Believe in
children**

**Barnardo's
Cymru**
Barnardo's Cymru
Seraf Service

**Are you worried
about a young
person you are
working with?**

Have you noticed the following...

- Them regularly going missing for periods of time or going home late
- Regularly missing school for either short periods of time or days
- Being picked up by people unknown to yourself or other pupils
- A change in their behaviour in the classroom such as becoming withdrawn or aggressive
- Associating with other young people involved in exploitation
- A deterioration in their academic performance
- Older boyfriend, girlfriend or concerning adults
- Inappropriate sexualised behaviour
- Concerning drug and alcohol misuse
- Frequent mood swings or changes in their emotional wellbeing
- Concerns around sexually transmitted infections

If you are worried about a young person speak to your Child Protection Officer or speak to a member of staff at the Barnardo's Seraf Service.

call **01656 749 235**

Llywodraeth Cymru
Welsh Government

Barnardo's Registered Charity Nos. 216250 and SC037006.