Friend or Foe

Who can you trust ?

A Sexual Exploitation
and Relationships
Education Programme

Developed by
Taking Stock

safeguarding children

Sheffield Safeguarding Children Board

www.safeguardingsheffieldchildren.org.uk

FRIEND OR FOE – WHO CAN YOU TRUST?

Taking Stock is a Sheffield-based specialist service working with sexually exploited young people, and has been delivering prevention workshops within schools and community settings since 2003. As a result of these workshops, and the one-to-one support given to young people identified as at risk of, or involved in, sexual exploitation, it became apparent that there was a need for a more intensive programme aimed at ALL young people, not just those thought to be most vulnerable.

It was important to be able to raise the issue of sexual exploitation in a way that was relevant to all young people. It was therefore necessary for the primary focus to shift away from sexual relationships. For young people to be able to identify a potentially 'risky' association, they need an opportunity to explore the characteristics that make up a positive relationship.

The Friend or Foe education resource was developed to help schools and other settings explore positive and negative relationships, peer pressure and sexual exploitation. Originally launched in 2006 the pack has been widely used in local secondary schools and was cited as good practice in the Home Office funded Sex Education Forum Factsheet 37 (Sex Education Forum October 2006).

The pack was revised in March 2009 to include a number of new exercises addressing the risks associated with new technologies, and materials aimed at increasing knowledge and confidence of staff involved in delivery.

ACKNOWLEDGEMENTS

Thank you to all the brave young women who taught us through their life experiences so much of what we now know.

Thank you for trusting us and sharing your lives with us. Your stories became the foundation this resource was built upon.

Copyright © 2011 Sheffield Futures, All Rights Reserved
(with the exception of "What's Legal and What's Not" and "A Good Friend/Partner is…").

FRIEND OR FOE EDUCATION PACK

C O N T E N T S

ACKNOWLEDGEMENTS **PAGE**

1) INTRODUCTION AND BACKGROUND

1.1 WHAT IS SEXUAL EXPLOITATION? 4
- **Definition**
- **Sexual Exploitation of Young Women**
- **Sexual Exploitation of Young Men**
- **Risk Indicators**
- **Drugs and Alcohol**

1.2 WHY THIS WORK IS IMPORTANT 9

1.3 LINKS WITH PSHE CURRICULUM GUIDELINES 11

1.4 HOW TO USE THIS PACK 12

2) TRAINING MATERIALS FOR STAFF

- **Introduction and Facilitators notes 14**
- **Signs and Indicators exercise 15**
- **Sexual Exploitation Quiz 17**
- **What's Legal and What's Not 20**

3) TRAINING MATERIALS FOR YOUNG PEOPLE

3.1 Positive and Negative Relationships

- **Introduction and Facilitators notes 24**
- **The Relationship Grid 25**
- **"A Good Friend is…"/"A Good Partner is…" 28**
- **Happy Ever After? 46**
- **It's My Life! 49**
- **Soap Stories 51**

3.2 Pressures and Expectations

- **Introduction and Facilitators notes 52**
- **'No, because…' 53**
- **How Risky? 54**
- **A Good Night Out – Keeping Safe 56**
- **Pressure Points 57**

3.3 Use of new technologies – the Internet and Mobile Phones

- **Introduction and Facilitators notes 58**
- **Safety on the Internet – 'Knowing me…Knowing you' 59**
- **'I thought my friend's buddy was my buddy…' 61**

3.4 Sexual Exploitation

- **Introduction and Facilitators notes 66**
- **Leanne's Diary 67**
- **Liam's Diary 73**
- **Agony Aunt 79**

4. SUPPORT AND ADVICE SERVICES

- **The Sheffield Safeguarding Children Board Sexual Exploitation Service 82**
- **Taking Stock Project 84**
- **Useful agencies and contacts 86**

Evaluation sheet for young people - How was it for you? 92

Introduction and Background

1.1 WHAT IS SEXUAL EXPLOITATION?

Definition

The sexual exploitation of children and young people is a form of child sexual abuse. It is an umbrella term for a range of negative sexual experiences that involve varying degrees of coercion. The sharp end of the spectrum includes young people who have sex in exchange for drugs or somewhere to stay, and young people who are exploited through formal prostitution.

Following consultation, the National Networking Group for Sexually Exploited Children and Young People (NWG) presented the following as its working definition of Sexual Exploitation, which has subsequently been adopted in Government guidance: *Safeguarding Children and Young People from Sexual Exploitation* (Dept for Children School and Families 2010).

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through use of technology without the child's immediate recognition: for example the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain.

In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

(The National Working Group for Sexually Exploited Children and Young People Definition of Sexual exploitation of children and young people NWG 2008).

It is only in recent years that young people abused through sexual exploitation have begun to be seen as victims of abuse in need of protection. Previously young people have been treated as offenders and have been criminalised for their involvement in prostitution, despite the fact that they may have been below the legal age of consent. Research has revealed a very different picture, showing these young people to be victims of coercion and control by adult abusers. Young people do not make informed choices to enter, or remain involved in, sexual exploitation, but do so from coercion, enticement, manipulation or desperation. Often already vulnerable, it is all too easy for them to be tricked and taken advantage of by the adults who are controlling them.

While it is common for young people who are already vulnerable to become victims of sexual exploitation, it is important to recognise that **all** young people are potentially at risk. Sexual exploitation can, and does, happen to boys and girls of all backgrounds, races and sexualities. Adolescence is a difficult time when relationships with peers and family can change very quickly and very dramatically, leaving young people vulnerable and an easy target for adults who choose to exploit them.

Sexual Exploitation of Girls and Young Women

While young women may be drawn into sexually exploitative relationships in a number of ways, extensive research has revealed a very common and definite 'grooming' process, whereby an adult male initiates a relationship, which on the surface appears to the young woman to be everything a relationship should be. She will be given gifts, attention and affection and introduced to a 'party' lifestyle; inducements that many find hard to resist.

What is actually happening is a process of subtle but very effective coercion. The perpetrator deliberately creates a controlling and dependent relationship that effectively distances the young women from anyone who may exert a positive influence, e.g. parents/carers and friends. Having been drawn into a controlling sexual relationship with one man, the young woman will often be introduced into a wider group where she will be expected to engage in sexual activity with a number of men.

Although the young woman may have the view that one of the men is her 'boyfriend', she will accept that she is expected to participate in sexual activity with his 'friends'. The reward for engaging in this activity is acceptance by the group and access to the associated lifestyle, together with a continuing relationship with her 'boyfriend'. Furthermore, her status within the group will increase if she 'recruits' other young women into the perpetrator network, and so she may become actively involved in 'grooming' others and introducing them to her abusers.

While any young women can become a victim of sexual exploitation, regardless of background or circumstances, many of those who become involved and remain in sexual exploitative relationships have minimal self esteem and are vulnerable because they have learned to 'find' their self worth in their attachment with men.

Gifts and rewards are frequently a factor with exploitative relationships and in the early stages of grooming young women will be supplied with drugs and alcohol for their 'willing' participation in sexual activity. Other gifts may be given, in particular mobile phones and credit, to reinforce the message that the relationship is 'special' but ultimately it is a means to control the young woman.

.

The young women rarely see themselves as victims and believe they are in control of their situation. They are aware of what is expected of them but feel that engaging in sexual activity is a small trade off for being 'looked after' by a man or group of men and remaining part of what they see as their 'peer' group.

Sexual Exploitation of Boys and Young Men

While the sexual exploitation of **all** young people is largely a hidden problem, the sexual exploitation of boys is particularly so. It is the area of sexual exploitation about which least is known, with little documented research to provide any patterns or processes.

Nationally the number of females to males known to be involved in sexually exploitative relationships is in the ratio of 4:1. Stigma, prejudice and sometimes the assumption that boys involved in selling sex, or offering sexual favours, are more in control of their situation (and are therefore far less likely to be seen as victims), all contribute to under reporting, both by the young men themselves and the adults working with them.

The sexual exploitation of young men can take many forms, some less visible than others, e.g. young men experimenting with their sexuality and being 'befriended' by older gay males, young men swapping sex in exchange for gifts, accommodation or other 'rewards', being 'groomed' by adult males - often within family/friendship networks.

Much less is known about 'grooming' in relation to boys than girls. However, being befriended by an older male and 'treated as an adult' - the exploiter will let him do things that their parent/carer would not approve of e.g. drinking, staying out late, watching adult films - is often a feature in the early stages of the grooming of boys As time goes on the relationship is more obviously about sex in exchange for other things - cigarettes, alcohol, clothes, etc. It is the threat of others finding out about what he has done that often keeps the young man trapped in the relationship: 'what will they think of you?', 'you wouldn't want your friends to find out what you've being doing,' etc.

Many of the indicators of risk for young men are the same as those for young women - associating with older people, missing from home, truanting from school, drug/alcohol misuse and self harming behaviour are all common indicators for both sexes. However, for young men there is also a strong link to offending behaviour, with a large proportion of those identified as at risk of sexual exploitation being involved in low level crime.

Increasingly the use of new technologies is a feature in the sexual exploitation of both sexes and for young men in particular there is a strong link to gaming websites. Commonly young men are approached online and offered gaming credit in exchange for sexual favours. This 'exchange' may take place in person or via a webcam. Increasingly this is being used as a means of targeting younger males who may not otherwise appear vulnerable, with the subsequent threat of exposure keeping them trapped in the abusive relationship.

While the issue of young men exploring their emerging sexual identity may make some vulnerable to sexual exploitation, it is important to acknowledge that the sexual exploitation of young men is not a homosexual issue – for either the victims or the abusers – who may be heterosexual, bi-sexual or homosexual. Many young men who are sexually exploited identify as heterosexual and hence are much less likely to make a disclosure or ask for help for fear of being judged.

Trafficking for the purposes of Sexual Exploitation within the UK

Trafficking in human beings is not just transnational - UK nationals can also be victims of internal trafficking within the UK. There is increasing evidence of young people, male and female, being moved from town to town for the purpose of sexual exploitation, and the UK Action Plan on Human Trafficking, published in March 2007, recognises this as a form of child trafficking.

A child is any person under 18 years of age, and while a child can be internally trafficked for various reasons, including forced labour, domestic servitude and benefit fraud, within the UK it is the trafficking of children for the purpose of sexual exploitation that presents the biggest problem.

Section 58 of the Sexual Offences Act 2003 (SOA) specifies that trafficking within the UK for the purposes of sexual exploitation is an offence punishable by up to 14 years in prison. This legislation has been successfully used to secure convictions in a number of cases where there was evidence that a young person had been moved from one location to another. The recognition of internal trafficking applies irrespective of distance travelled, and hence can be applied to movements within the same city.

As with other forms of sexual exploitation, a grooming process is used to engage the young person initially in a relationship with one adult. When the abuser has obtained dominance and control over their victim, they will be taken to other towns and cities, introduced to other groups of men and asked, or forced, to provide sexual favours to these men.

In many cases, the young person will fail to recognise themselves as a victim, the grooming process having created a willing involvement. Regardless of this, the young person is in no position to refuse; they will be in unfamiliar surroundings in a strange town, their family will not know where they are and even if they were able to call the police they would be unable to give a location. The threat of, or use of, extreme violence also serves to ensure compliance.

Frequently a child or young person who is known by services to be at risk of, or involved in sexual exploitation, will go missing regularly and for several days at a time. In these instances it is likely that they have been taken to other towns or locations as part of the exploitation.

Victims of this form of abuse are often passed between groups of men and may also be used to transport and deal illegal drugs. In a number of cases this activity has been identified as part of serious organised crime networks.

1.2 WHY THIS WORK IS IMPORTANT

Sexual exploitation has been identified as an issue throughout the UK, in both rural and urban areas. Not only does it rob children of their childhood, it can have a serious long term impact on every aspect of their lives. It damages the lives of whole families and carers and can lead to family break up.

It is very difficult to say how many children and young people are being sexually exploited in the UK, both because it is largely a hidden problem that is difficult to identify, and because there is no system for recording cases centrally.

In 2004 it was estimated that up to 5,000 young people were being sexually exploited through prostitution at any one time in the UK (ECPAT 2004, *Cause for Concern*) and in 2005, Barnardo's estimated that there were 1,000 young people at risk of sexual exploitation in London alone (Harper Z. & Scott S. *Meeting the needs of sexually exploited children in London,* Barnardo's 2005).
It is widely acknowledged that these figures represent only the 'tip of the iceberg.'

The increased use of the internet and other new communication technologies have also opened up new risks, with studies indicating that over half of young people who regularly use the internet have been exposed to online pornography and a third have received unwanted sexual comments via email, chat or instant messaging. Despite this, many young people fail to acknowledge the risks that these new technologies bring, and are failing to take simple steps to keep themselves safe online.

Sexual exploitative experiences can cause young people long term physical, mental and emotional damage and can significantly impact on their ability to make and sustain successful, stable relationships in the future. Such experiences also leave young people vulnerable to a range of other poor outcomes, including:

- Substance misuse
- Unintended pregnancies
- Sexually transmitted infections
- Homelessness
- Anxiety and Depression
- Involvement in criminal justice system
- Victims of Domestic Violence

Research has indicated that over 70% of adults involved in prostitution were sexually exploited as children or teenagers, which highlights the importance of prevention and early intervention to help protect young people. (YWCA 2002 *Not a Game: Young Women and Prostitution).*

One of the most difficult aspects of the sexual exploitation of children and young people is that the process can be very subtle in the early stages. Abusive adults are not easy to identify and may appear initially as helpful and caring, someone the young person sees, not as a threat, but as a friend. Most young people also believe that:

‘**sexual exploitation could never happen to me’**

By helping young people understand the complex nature of relationships, focussing on the skills and values that will help them progress through adolescence into adulthood, and increasing their awareness of the risk of and damage caused by exploitative relationships, we can help them to lead healthy, positive lives.

1.3 LINKS WITH PSHE CURRICULUM GUIDELINES

The PSHE Framework sets out a structured programme of learning opportunities to help young people lead confident, healthy and responsible lives. It sets out the need for schools to help young people understand and manage responsibly a wide range of relationships as they mature, including the need to 'be aware of exploitation in relationships' (DCSF 1999, The National Curriculum handbook for secondary schools).

The programme of activities contained in the Friend or Foe education pack has been developed to help meet the current national curriculum requirements for PSHE at KS3 and KS4 with particular relevance to the need to develop a healthy safer lifestyle, develop good, respectful relationships with others and develop confidence and responsibility.

More recently, the Government commissioned Review of Sex and Relationship Education (SRE) in Schools (Nov 2008) highlighted the need for **'a stronger focus on relationships and the skills and values that young people need as they progress through childhood and adolescence into adulthood'.** The report also identifies as a key issue the need to **'improve the skills and confidence of those who deliver SRE'.**

In its initial response to the Review, the Government accepted the need for a **'rebalancing of SRE programmes so that relationships aspects of SRE receive more attention'** and has recognised this as a key principle that should underpin future guidance.

With its emphasis on enhancing skills, knowledge and confidence of staff, alongside recognising the importance of a strong and challenging relationships education programme for **all** young people, the Friend or Foe pack is ideally placed to help schools meet the requirements of any future guidance.

For further information, see the Sex Education Forum Factsheet 37(October 2006), and the National Curriculum Handbook for secondary teachers in England - DfEE and QCA (1999).

1.4 HOW TO USE THIS PACK

All children and young people are potentially at risk of being sexually exploited. Schools have a vital role to play in reducing this risk. By enabling children and young people to explore what makes a safe and healthy relationship, schools can help them to develop the awareness and skills needed to negotiate potential risks, stay safe and seek help if they need it.

The Friend or Foe Education pack has been designed primarily for use with young people at school (at KS3 and KS4), and school staff involved in PSHE delivery. However, it can also be used by any practitioner working with young people in a variety of settings.

The pack is divided into two sections:

- **Exercises for staff**
- **Exercises for young people**

The aim of the pack is to:

- Raise the awareness of all aspects of sexual exploitation with all staff who work directly with young people, and improve the skills and confidence of those who deliver Sex and Relationships Education – in particular in relation to the sensitive areas of abuse and sexual exploitation.

- Raise the awareness of young people around sexual exploitation and how to keep themselves safe. It also looks at developing strategies to deal with difficulties in relationships, including those conducted over the internet via social networking sites, etc.

- Help schools to address the need to re-balance Sex and Relationships Education (SRE) so that the relationships aspect receives more attention (as recommended in 'Review of SRE in schools' – Government commissioned report November 2008).

Suggested use of the pack:

Each section has an introduction and approximate timings for all of the exercises within it. These will help staff to plan a programme of sessions and are flexible enough to be mixed and matched to take account of the time available. The following are suggested ways of delivering the pack to young people, depending on the age of the group and the time which might be available.

KS3:

Six 30/40 minute sessions (perhaps over six weeks):

1) The Relationship Grid and 'Happy Ever After' exercise
2) "A Good Friend is…"
3) Pressure Points
4) "No Because…"
5) "Knowing You…Knowing Me"
6) Agony Aunt + extension exercise

KS4:

Five 30/40 minute sessions:

1) "A Good Partner is…"
2) How Risky?
3) A Good Night Out
4) "I thought my friend's buddy was my buddy…"
5) Leanne's/Liam's diary

Four 50/60 minute sessions:

1) The Relationship Grid + "A Good Friend/Partner is…"
2) Soap Stories and 'No, Because…'
3) "Knowing You…Knowing Me" and "I thought my friend's buddy was my buddy…"
4) Leanne's/Liam's diary

Half a day session:

"A Good Partner is…"	30 mins
How Risky?	30 mins
"Knowing You…"	30 mins
Leanne / Liam's Diary	30 mins
Agony Aunt	20 mins

TRAINING MATERIALS FOR STAFF

Introduction and Facilitators Notes

The following exercises can be used as part of an INSET Day or as part of a training session at a staff meeting, and are a useful introduction to the topic for all staff. The Taking Stock Team is happy to run training sessions for staff in schools to raise awareness of issues around sexual exploitation. Please contact the Team on 0114 2012800.

The Risks and Indicators (30 minutes) exercise helps practitioners to look at issues around sexual exploitation and how to spot the signs that indicate a young person may be at risk of, or involved in, sexual exploitation.

Anyone who has regular contact with children is in a good position to notice changes in behaviour and physical signs which may indicate involvement in sexual exploitation, but parents, carers, teachers, and youth workers are among those particularly well placed to do so. They should also be able to recognise where children are vulnerable to sexual exploitation and may need targeted measures to prevent abuse.

The earlier that sexual exploitation, or the risk of sexual exploitation, can be identified, the more likely it is that harm to a young person can be minimised or prevented. The indicators identified in this exercise are recognised key indicators linked with cases of sexual exploitation but should not be taken as proof of involvement or as predictive of future involvement. However, where these indicators of risk are identified the involved practitioner should seek further advice on how to proceed.

This exercise could be included as part of a training day and will help to raise awareness of the issues with all staff, not just those who might be working directly with vulnerable young people.

The Sexual Exploitation Quiz (15 minutes) can be used to introduction the topic of sexual exploitation and raise awareness of both the risk to young people and the support services available. It can be done easily in a staff meeting, or included as part of a broader training day.

What's Legal and What's Not (30 minutes) asks staff to consider whether or not various activities are legal or illegal. A legal fact sheet accompanies this section and briefly explains key elements of current law applicable to sexual exploitation. It is important to remember that precise application of the law is a complex matter and the information provided in the fact sheet is intended as a guide only.

This exercise could also be used with young people at Key Stage 4 and is a good way of raising legal issues associated with distribution of images via mobile phones and the internet.

The 'My Dangerous Loverboy' DVD is a powerful film which raises awareness of grooming and internal trafficking within the UK for the purposes of sexual exploitation. See **www.mydangerousloverboy.com** for more information.

TRAINING MATERIALS FOR STAFF

SIGNS AND INDICATORS EXERCISE

AIM: To introduce staff to the key signs and indicators that a young person may be at risk of sexual exploitation.

LEARNING OUTCOMES: Staff will know what the key signs and indicators are and have had an opportunity to discuss some of the issues around sexual exploitation/unhealthy relationships.

YOU WILL NEED: The **'signs and indicators' cards** – one set p/group

TIME: 30 minutes

OUTLINE: Arrange into small groups of 3 or 4. Give each group a set of cards and ask them to decide which they consider to be the four main indicators of sexual exploitation.

Allow the groups 10 minutes to agree on their four. Then either join two groups together to ask them to look at each other's cards and discuss any differences, or simply ask each group to feed back and facilitate a group discussion.

While they may all indicate risk, the **main** indicators are: **Going missing, associating with older people, not attending school and breaking away from family and friends.** These are most commonly seen together in sexual exploitation cases.

Points to raise in discussion include:

- What is meant by 'missing'? A young person can be classed as missing if their whereabouts are unknown or cannot be confirmed.
- Most young people are secretive and what is meant by 'dressing inappropriately'?
- What counts as 'excessive condoms'?
- The importance of the protective factor of strong friendship groups.
- Perpetrators prey on those who appear most vulnerable and being absent from school sends out strong negative messages.
- Older males associating with young girls can often be involved in sexual exploitation.
- Ensure that staff know where to obtain help and advice if they consider a young person is at risk – the Taking Stock Team is available to give help/advice on: 0114 2012800.

SIGNS AND INDICATORS CARDS

UNEXPLAINED MONEY AND/OR PRESENTS	**INAPPROPRIATELY DRESSED**
NOT ATTENDING SCHOOL	**REGULARLY SEEN IN DIFFERENT CARS**
EXPERIMENTING WITH DRUGS/ALCOHOL	**ASSOCIATING WITH OLDER PEOPLE**
NOT MIXING/ENGAGING WITH PEERS AND KEY WORKERS	**SECRETIVE**
GOING MISSING	**EXCESSIVE CONDOMS**
BREAKING AWAY FROM FAMILY AND FRIENDS	**GOING ON THE INTERNET LATE AT NIGHT**

Sexual Exploitation Quiz

1. Approximately what percentage of adults involved in prostitution were sexually exploited as teenagers?

a) 50% b) 70% c) 30%

2. What is the conviction rate for sexual offences?

a) 10% b 20% c) 5%

3. How many young people are thought to be exploited through prostitution in the UK?

a) 5,000 b) 2,000 c) 10,000

4. What is the female to male ratio of those who are sexually exploited?

a) 4:1 b) 3:1 c) 5:1

5. What are the key signs, or 'Indicators of Risk' of sexual exploitation that a young person might display?

6. What percentage of women reported that they had experienced physical force by a partner or former partner at some time since age 16?

a) 19% b) 10% c) 27%

7. On average, what percentage of domestic violence charges are withdrawn by the complainant before the case gets to court?

a) 18% b) 58% c) 98%

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

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

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

Sexual Exploitation Quiz – Answers

1. What percentage of adults involved in prostitution were sexually exploited as teenagers?

Answer: 70%. Many people are surprised that this figure is so high and it highlights the importance of preventative work.

2. What is the conviction rate for sexual offences?

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

3. How many young people are thought to be exploited through prostitution in the UK?

Answer: 5,000. This is an estimate as the sexual exploitation of young people remains largely a hidden problem. Many local authorities do not have a specific Sexual Exploitation service and hence accurate data is hard to obtain – the true figure is likely to be much higher. (5,000 was the figure quoted in the 2004 report 'Cause for Concern' by ECPAT).

4.. What is the female to male ratio of those who are sexually exploited?

Answer: 4:1. However the sexual exploitation of boys and young men is even more of a hidden problem due to stigma, prejudice and sometimes the assumption that boys involved in selling sex are more in control of the situation and are therefore less likely to be seen as victims.

5. What are the key signs, or 'Indicators of Risk', of sexual exploitation that a young person might display?

Answer: The four main indicators are: episodes of running away or going missing, associating with older people, not attending school and not mixing/engaging with peers/ family/key workers. Other risk indicators include: unexplained money or presents, regularly seen in different cars, homelessness, peer involvement, drug/alcohol misuse, excessive and secretive use of social networking sites on the internet.

6. What percentage of women reported that they had experienced physical force by a partner or former partner at some time since age 16?

Answer: a) 19% - 1 in 5 women and 1 in 10 men reported that they had experienced physical force by a partner or former partner at some time since age 16. (Coleman, K. et al (2007). BUT the real figure is higher, as domestic violence is still regarded as a 'hidden' crime. Domestic violence includes not just physical and sexual violence but also jealousy and possessiveness, isolating from family and friends, instructing what to wear, what to think, who to

see, etc. It is estimated that 33% of women experience domestic violence in their lifetime. Both domestic violence and sexual exploitation are about power and control and trap victims in a cycle of fear and dependency.

7. On average, what percentage of domestic violence charges are withdrawn by the complainant before the case gets to court?

Answer: c) 98% On average a woman is assaulted 35 times before she seeks help. In Britain, 2 women die every week as a result of domestic violence. One incident of domestic violence is reported to the police every minute.

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

Answer: around 30%

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

Answer: around 70%

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

CEOP (Child Exploitation and Online Protection) have materials and DVDs which can be downloaded for use in schools for staff who have been CEOP trained. See www.thinkuknow.co.uk for more information.

10. How many children have been safeguarded through the work of CEOP in the past 4 years?

Answer: 624

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

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

WHAT'S LEGAL AND WHAT'S NOT

Read through the following list and see if you think these incidents are legal or illegal.

1. 19-year-old female having sexual intercourse with her 14-year-old boyfriend.

Legal/illegal

2. 12-year-old female performing oral sex on an 18-year-old male.

Legal/illegal

3. 13-year-old male being shown a pornographic film by a 34-year-old friend of his mum.

Legal/illegal

4. 21-year-old female having a sexual relationship with her 15-year-old girlfriend.

Legal/illegal

5. A professional photographer encouraging a 13-year-old female to pose naked for sexy photos.

Legal/illegal

6. 16-year-old male and an 18-year-old male having a consensual sexual relationship.

Legal/illegal

7. 43-year-old man impersonating a 15-year-old while talking on the internet to a 14-year-old girl. The man arranges to meet her with the intention of starting a sexual relationship.

Legal/illegal

8. 17-year-old female living with her 28-year-old girlfriend.

Legal/illegal

9.14-year-old female being chatted up at a bus stop by a 30-year-old male, who tells her she looks like she should be a model.

Legal/illegal

10. Two 18-year-olds having sexual intercourse in front of an 11-year-old who they know is watching them.

Legal/illegal

LEGAL OR ILLEGAL? Answers and Explanation

1. ILLEGAL It is illegal to have sexual intercourse with anyone under the age of 16. This is the age of consent in England and Wales. It is described as sexual activity with a child, which includes sexual touching or penetration.

2. ILLEGAL It is illegal to engage in sexual activity with a person below 16 years of age. The law also provides extra protection for those under 13 and so any kind of penetrative sex, including oral sex, will be automatically classed as rape.

3. ILLEGAL This is illegal because it is encouraging a young person under the age of 16 to watch a sexual act – this could include sexual activity on a mobile phone, webcam, DVD or in a photo.

.

4. ILLEGAL This is illegal because one of the people involved in the sexual activity is under 16. This is viewed as sexual activity with a child and is an offence regardless of whether those involved are male or female.

5. ILLEGAL This is illegal because an adult is arranging to make indecent photographs of a young person under the age of 18. It is illegal to make, take, arrange, distribute, show, possess with intent to distribute or to advertise indecent images of someone under 18. **N.B** This includes sharing/showing indecent images on or via a mobile phone.

6. LEGAL This is legal because it is a consensual relationship in which both partners are over the age of 16. The age of consent for sexual activity is equal for both young men and young women, whether the relationship is same sex or between people of the opposite sex.

7. ILLEGAL This is illegal. It is described under the law as meeting a child following sexual grooming. If a person over 18 makes contact with a young person under 16 at least twice (including via the phone or internet) it is illegal to meet with them with the intention of committing a sexual offence.

.

8. LEGAL As long as this relationship is consensual, it is legal because both are over the age of 16. This is the case for both same sex and opposite sex couples. However you should consider whether a relationship like this is appropriate because of the age gap. Is it an equal relationship?

9. LEGAL This is not illegal, however it is worrying. It could be that the man has the intention of targeting and grooming the girl and committing future offences.

10. ILLEGAL This is illegal. This is described under the law as engaging in sexual activity in the presence of a child.

"What's Legal and What's Not" has been reproduced with kind permission of Barnardo's from its BeWise2 Sexual Exploitation Pack (November 2007). Copyright © Barnardo's, all rights reserved.

Legal fact sheet

One of the main aims of the Sexual Offences Act 2003 (SOA2003) was to strengthen previous law and give children more protection from sexually abusive adults. This fact sheet outlines some of the key points for children and young people in terms of what is covered by the law.

The law says it is an offence to:

- sexually touch or penetrate a person of any age without their consent
- sexually touch or penetrate a child under 16, even with their consent
- cause or incite a child under 16 to engage in a sexual act
- meet a child following sexual grooming
- arrange or facilitate a child sex offence
- cause or incite child pornography or prostitution
- cause or incite a child to watch a sexual act (live, remote or recorded)
- engage in a sexual act in the presence of a child under 16.

Sexual touching: Using any part of the body or an object to touch someone for sexual purposes, even if it is through something (e.g clothes or bedding). Anything a reasonable person would consider a sexual purpose is covered. A defendant may claim that touching was not sexual, but a jury can find a person guilty if it decides it is reasonable to think it was sexual.

Penetration: Putting any body part or object into the vagina or anus of another person; if the penis is used then penetration also includes the mouth.

.

Meeting a child following sexual grooming: A person over the age of 18 can be found guilty of this if, having communicated at least twice with a young person under the age of 16, the adult:

- intentionally meets with the child, and
- intends to commit an act which would constitute a sexual offence with the child at any time during or after the meeting, and
- the young person cannot be reasonably believed to be over 16.

Arranging or facilitating a child sex offence: Intentionally arranging or helping someone else to arrange any act which is an offence under the SOA2003. It doesn't matter whether the person who arranges this performs the sexual offence personally or intends another person to commit it (or believes that they will).

<u>Things To Know</u>

- Offences against children under 13 years old are absolute offences – the offender cannot claim the defence of having believed the person to be over 16. Offences against children under 13 years are regarded as much more serious and have much longer maximum sentences.
- Where adults work in a position of trust with children and young people (e.g. in education, youth, health or criminal justice services) the law provides additional protection by making sexual activity with anyone under 18 illegal.
- The law applies equally to homosexual or heterosexual acts.

- The legal age at which a young person can give consent to a sexual relationship in England and Wales is 16 years. Below this age, even with consent, any sexual act is illegal. **BUT see below ****
- Anyone from the age of 10, the age of criminal responsibility in England and Wales, can be prosecuted under the Sexual Offences Act 2003 if they commit a crime covered by it.

Things to Remember

- ** Although any sexual activity under 16 years old is illegal, the law is not intended to be used to prosecute willing sexual activity between two people of a similar age. If a professional becomes aware of sexual activity between two young people between 13 and 15 years old, they would usually consider whether the activity was fully consensual and non-exploitative before taking the matter any further. But beware – it is still technically illegal. Further advice/information can be found on the Sheffield Safeguarding Children Board website - see below
- If a professional becomes aware of any sexual activity involving a child of less than 13 years old they have a duty to report it as a child protection issue.
- Under 16s are still entitled to confidential advice on contraception, sexual health and pregnancy. There are special points in the law to make sure that staff who have a duty to provide this advice can do so. Safe, healthy sex is always better than unsafe sex!

N.B Precise application of the law is a complex matter and the information provided above is intended as a guide only.

Sources of further information:

1. **www.opsi.gov.uk**

For information/updates on the Sexual Offences Act 2003 and other relevant legislation.

2. See South Yorkshire Area Child Protection Committees Protocol - **Safeguarding sexually active young people under the age of 18 - updated July 2008.**

This protocol is designed to assist staff to identify where sexual relationships may be abusive and whether a child or young person may need the provision of protection or additional services in relation to sexual activity. It draws on guidance issued in ***Working Together to Safeguard Children*** (HMSO, 2006 s5.23-5.30).

3. **Sheffield Safeguarding Children Board Sexual Exploitation Service Referrers Manual** – appendix 2: Sexual Offences Legislation

POSITIVE AND NEGATIVE RELATIONSHIPS

Introduction and Facilitators Notes

The exercises in this section look at developing good relationships and improving self-esteem, as these are vital elements to ensure young people develop healthy relationships in the future. **Research has shown that low self-esteem is a major factor in young people becoming vulnerable to sexual exploitation by abusive adults.** These exercises serve as an introduction to the more sensitive areas of sexual exploitation work, and are a 'way in' to look at positive relationships. Young people are encouraged to recognise that they can have some control within their relationships, and are helped to consider strategies to deal with negative aspects of relationships. The exercises do not need to be undertaken in any particular order and could be used as a programme over a period of weeks depending on time available.

The Relationship Grid (20 minutes) Introduces the subject of 'relationships' and explores the different types of relationships young people have e.g. family, friends, boy/girlfriends, etc. They are asked to 'score' these relationships on a grid to show who is close to them and who is less so. There is then an opportunity to look at good and bad aspects of these relationships and this should lead to some discussion about how they 'manage' relationships and the skills they have developed/could develop to help them do this, e.g. compromise, taking control, etc.

Happy Ever After (20 minutes) helps young people to decide what aspects they want within their own relationships and which ones they don't – it empowers them to control what happens in their relationships. This follows on well from the **Relationship Grid** exercise, and so could be used together for a 35/40 minute session.

"A Good Friend is…"/"A Good Partner is…" (30 minutes) exercise enables young people to begin thinking about what they look for in an ideal relationship. It may be helpful to use the "A good friend is…" with KS3 pupils and "A good partner is…" in KS4. This is a popular exercise with young people and encourages them to consider and talk about the quality of their own relationships.

It's My Life! (20 minutes) asks young people to consider 'big' life questions and discuss them in groups – it will help them to see other viewpoints as well as think about how these questions affect them personally.

Soap stories (30 minutes) looks at how popular media portrays relationships and encourages young people to think both about what constitutes a good relationship and consider strategies for improving relationships.

POSITIVE AND NEGATIVE RELATIONSHIPS

THE RELATIONSHIP GRID

AIM: To introduce the subject of 'relationships' and to begin exploring the types of relationships young people have and how they feel those people feature in their lives.

LEARNING OUTCOMES: Young people will be able to identify who is important in their lives and understand the different kinds of relationships they have, and begin to look at the positive and negative aspects of those relationships.

YOU WILL NEED: **Relationship Grid** worksheets and the **example Grid.**

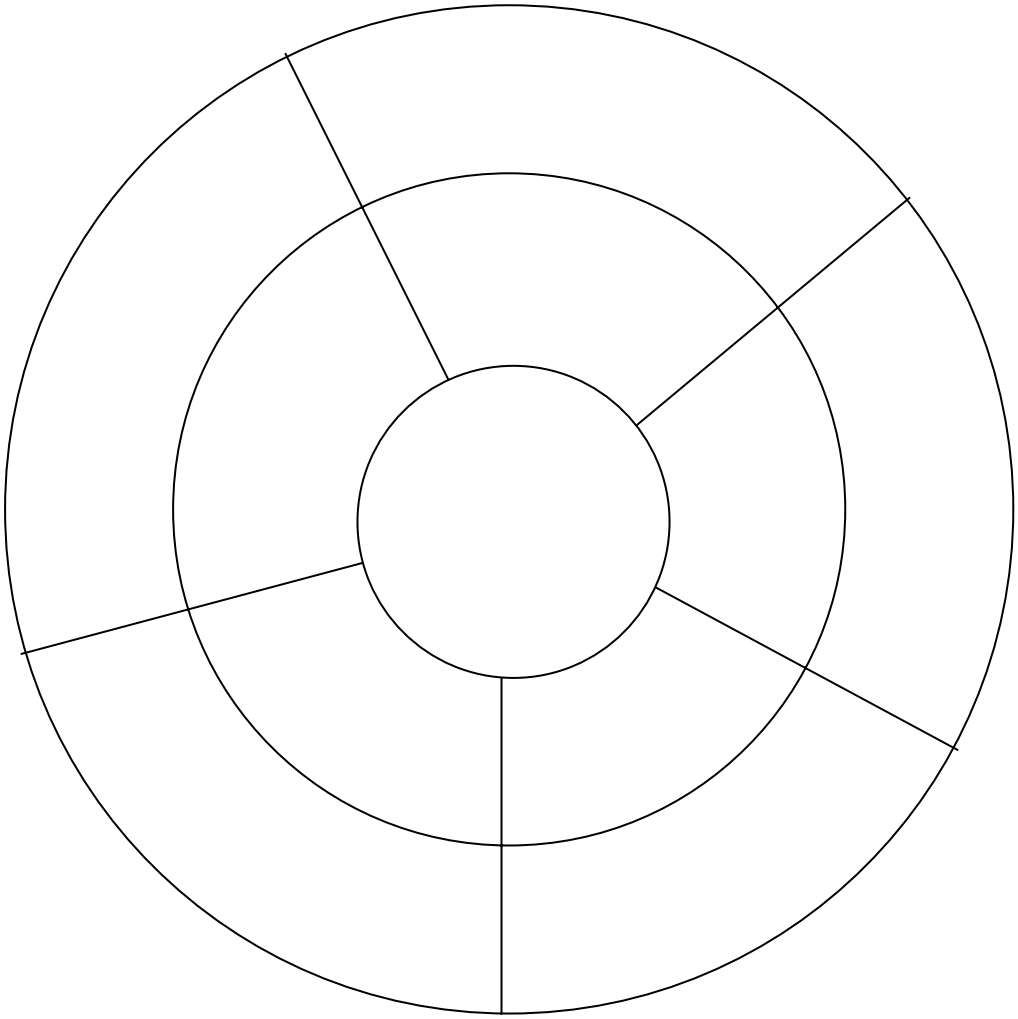
TIME: 15 minutes

OUTLINE: Ask the whole group to 'thought shower' the people they feel they have relationships with. This will help them to understand the different types of relationships they are involved in and compare them, e.g. the relationship they have with a teacher may not feel the same as the one they have with a parent/carer.

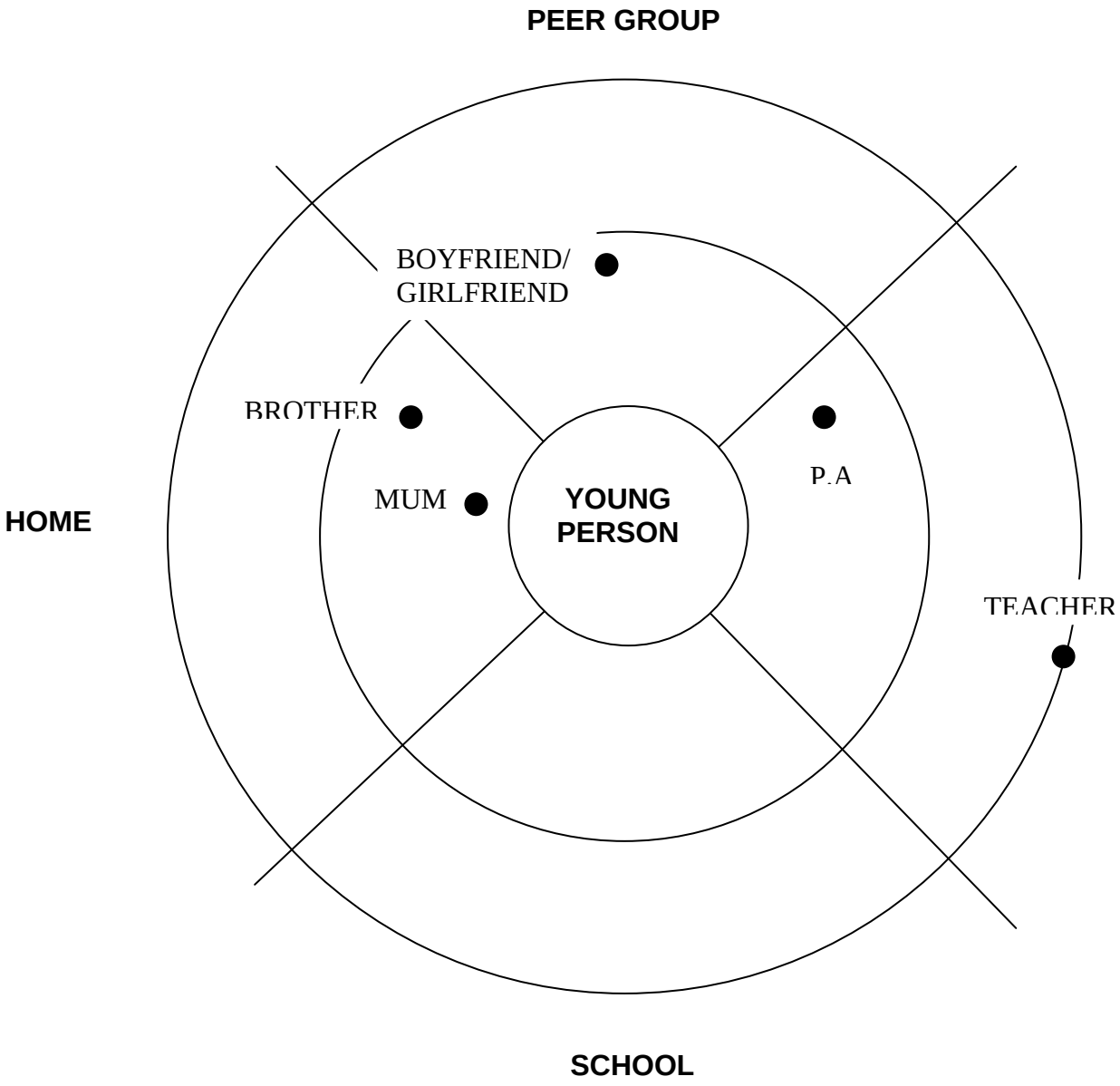
Give each young person a copy of the **Relationship Grid.** The grid is split into five sections to represent different aspects of their lives – e.g. home, peer group, school, wider family etc. The circles radiating out of the centre represent how close they feel to a person. They should put **themselves in the centre of the grid** and then place the people they have relationships with in the relevant sections. They may not need to use all five sections. The closer they place people to themselves on the grid the more important that relationship is to them. (See example).

Ask for volunteers to talk about their grid – why are some people closer than others, are they all good relationships? What aspects of those relationships are not so good (e.g. parents may be close but want to control aspects of their lives - this should lead to a general discussion).

Make the point that no relationships are ideal but that they are already using skills such as compromise, taking control, resolving conflict etc., to make them work better. Take examples from the group and ask them to suggest ways to improve relationships.



RELATIONSHIP GRID



RELATIONSHIP GRID
EXAMPLE

POSITIVE AND NEGATIVE RELATIONSHIPS

"A GOOD FRIEND IS…"/ "A GOOD PARTNER IS…"

AIM: To enable young people to begin thinking about what they look for in the ideal relationship/friendship.

LEARNING OUTCOMES: Young people will understand what makes a good relationship and how they make relationship choices. It will enable young people to start thinking about the qualities they want in their relationships.

YOU WILL NEED: "A Good Friend is…" or "A Good Partner is…" cards - one set for each group.
NB You might want to use the "A Good Friend is…" cards in Year 9 and repeat the exercise with the "A Good Partner is…" cards in Year 10.

TIME: 30 minutes

OUTLINE: Arrange class into single gender groups of no more than six. Give each group a card marked: **"A Good Friend is…"** or **"A Good Partner is…"** and a set of co-ordinating statement cards. **NB – use the relevant gender cards.**

- Ask each group to read through the cards, selecting the ten that they feel represent the 'ideal' friendship or partnership. Ask them to rank them 1-10.
- There are no right or wrong answers; it's a matter of personal choice. However by questioning the selections made you will help them understand and consider their relationship choices.
- Facilitate a whole group discussion on choices made, reasons for choices, differences between groups, etc.
- You may wish to change or add cards to make the activity more relevant to your group.

EXTENSION EXERCISE: (20 mins) This exercise can be extended in a number of ways:

- Ask group members to compare their own current or previous partnerships/friendships to the selections they have made and turn over any cards that are not representative of their own relationships, or add any from the discarded cards that are representative of their own relationship.
- Ask the group to 'score' their own relationship - one point for each of the 'top ten' selections they have in their relationship. Are they satisfied with their score? If not, what could they do about it?

"A GOOD PARTNER IS…" – TIPS AND SUGGESTED QUESTIONS

1. Familiarise yourself with the cards before you deliver this activity. It will enable you to pick out key issues from the young people's first choice.

2. There are no right or wrong answers. The aim is to enable young people to question themselves about what they feel is important in a relationship.

3. Be aware that not all young people are at the same place. Not all young people are ready for, or involved in, sexual relationships. You may find that most do not even think of their relationships like this.

4. There are several statements you may want to make comments on, and below are some suggestions:

   a) ***Someone who likes to do the same things as you***
   It may be that it's good to do some of the same things, but it doesn't have to be everything – can be good to have activities you do with your friends that may not involve a partner, e.g. sport, dancing, shopping etc., especially if the relationship breaks down!

   b) ***Someone who will buy you gifts***
   It might sound good but does that person make you feel that you 'owe' them something? What might the result of that be? Would you then feel pressurised to do something you didn't want to do?

   c) ***Someone who keeps in constant contact***
   Initially this might sound good, but could it get annoying? Could it be more sinister, e.g. controlling, possessive behaviour disguised as protective?

   d) ***Someone who pays you compliments***
   Again, it could be a positive thing, but it could be seen as manipulative too – especially if it is an older man. This could be seen as 'grooming' someone. How could you tell the difference?

   e) ***Someone who wants to be with you for the rest of their life***
   Is this important for teenagers? Is it realistic? Do they know of relationships that have lasted when they started as teenagers?

   f) ***Someone who gives up their friends to spend more time with you*** What happens if the relationships ends? Would you want to give up your friends for a partner?

"A Good Friend/Partner is…" has been reproduced with kind permission of Barnardo's. Copyright © Barnardo's, all rights reserved.

Young Women A GOOD FRIEND IS…..	
1. **SOMEONE WHO LIKES THE SAME MUSIC AND CLOTHES AS YOU**	**2.** **SOMEONE WHO YOU CAN TALK TO ABOUT ANYTHING**
3. **SOMEONE WHO LIKES TO DO THE SAME THINGS AS YOU**	**4.** **SOMEONE WHO GOES TO THE SAME SCHOOL AS YOU**
5. **SOMEONE WHO WILL SHARE THEIR THINGS WITH YOU**	**6.** **SOMEONE WHO WON'T TELL ON YOU**

Young Women A GOOD FRIEND IS……	
7. **SOMEONE WHO WOULD STICK UP FOR YOU IN AN ARGUMENT**	**8.** **SOMEONE WHO WOULD GO TO THE DOCTORS WITH YOU**
9. **SOMEONE WHO WOULD WARN YOU IF YOU WERE IN DANGER**	**10.** **SOMEONE WHO ALWAYS HAS TIME TO LISTEN**
11. **SOMEONE WHO WON'T PRESSURE YOU TO DO THINGS YOU DON'T WANT TO DO**	**12.** **SOMEONE WHO IS GOOD LOOKING**

Young Women A GOOD FRIEND IS……	
13. **SOMEONE WHO CAN TAKE A JOKE**	**14.** **SOMEONE WHO NEVER TEASES YOU**
15. **SOMEONE WHO PAYS YOU COMPLIMENTS**	**16.** **SOMEONE WHO HAS ENOUGH GUTS TO TELL YOU WHEN YOU ARE WRONG**
17. **SOMEONE WHO GIVES YOU HUGS**	**18.** **SOMEONE WHO YOU CAN HUG WITHOUT EMBARRASSMENT**

Young Women A GOOD FRIEND IS….	
19. **SOMEONE WHO IS THOUGHTFUL AND KIND**	**20.** **SOMEONE WHO SAYS ‘SORRY’**
21. **SOMEONE WHO IS A SHOULDER TO CRY ON**	**22.** **SOMEONE WHO IS AOUT THE SAME AGE AS YOU**
23. **SOMEONE WHO HAS A GOOD PERSONALITY**	**24.** **SOMEONE WHO CAN MAKE YOU LAUGH**

Young Women A GOOD PARTNER IS……	
1. SOMEONE WHO CARES ABOUT YOU	2. SOMEONE WHO YOU CAN TALK TO ABOUT ANYTHING
3. SOMEONE WHO LIKES TO DO THE SAME THINGS AS YOU	4. SOMEONE WHO GIVES YOU HUGS AND KISSES
5. SOMEONE TO MAKE LOVE WITH	6. SOMEONE WHO WILL BUY YOU GIFTS

Young Women A GOOD PARTNER IS…..	
7. **SOMEONE WHO HAS A CAR**	**8.** **SOMEONE WHO HAS LOTS OF MONEY**
9. **SOMEONE WHO IS HONEST**	**10.** **SOMEONE WHO WILL STILL LOVE YOU WITHOUT YOUR MAKEUP ON**
11. **SOMEONE WHO IS OLDER THAN YOU**	**12.** **SOMEONE WHO IS GOOD LOOKING**

Young Women A GOOD PARTNER IS….	
13. **SOMEONE WHO WILL PRACTISE SAFE SEX**	**14.** **SOMEONE WHO KEEPS IN CONSTANT CONTACT**
15. **SOMEONE WHO PAYS YOU COMPLIMENTS**	**16.** **SOMEONE WHO WANTS TO BE WITH YOU FOR THE REST OF THEIR LIFE**
17. **SOMEONE WHO SHARES THEIR FEELINGS WITH YOU**	**18.** **SOMEONE WHO DOESN'T PRESSURE YOU TO DO THINGS YOU DON'T WANT TO DO**

Young Women A GOOD PARTNER.....	
19. **SOMEONE WHO IS ALWAYS THERE FOR YOU AND NOT JUST FOR SEX**	**20.** **SOMEONE WHO WON'T CHEAT ON YOU**
21. **SOMEONE WHO WILL WAIT UNTIL YOU ARE READY TO HAVE SEX**	**22.** **SOMEONE WHO IS ABOUT THE SAME AGE AS YOU**
23. **SOMEONE WHO HAS A GOOD PERSONALITY**	**24.** **SOMEONE WHO CAN MAKE YOU LAUGH**

Young Men A GOOD FRIEND IS…..	
1. SOMEONE WHO THINKS YOU SHOULD WAIT UNTIL YOU ARE READY BEFORE YOU HAVE SEX	2. SOMEONE WHO CAN TAKE A JOKE
3. SOMEONE WHO WON'T TELL ON YOU	4. SOMEONE WHO LIKES THE SAME CLOTHES AND MUSIC AS YOU
5. SOMEONE WHO IS A LAUGH	6. SOMEONE WHO WOULD WARN YOU IF YOU WERE IN DANGER

Young Men A GOOD FRIEND IS….	
7. **SOMEONE WHO WOULD STICK UP FOR YOU IN AN ARGUMENT**	**8.** **SOMEONE WHO GOES TO THE SAME SCHOOL AS YOU**
9. **SOMEONE WHO THINKS ABOUT WHAT YOU WANT AND NOT JUST WHAT THEY WANT**	**10.** **SOMEONE WHO LIKES TO DO THE SAME THINGS AS YOU**
11. **SOMEONE WHO IS ABOUT THE SAME AGE AS YOU**	**12.** **SOMEONE WHO SAYS ‘SORRY’**

Young Men A GOOD FRIEND IS….	
13. **SOMEONE YOU CAN TALK TO ABOUT ANYTHING**	**14.** **SOMEONE WHO NEVER TEASES YOU**
15. **SOMEONE WHO LOOKS GOOD**	**16.** **SOMEONE WHO TELLS THE TRUTH**
17. **SOMEONE WHO WON'T PRESSURE YOU TO DO THINGS YOU DON'T WANT TO DO**	**18.** **SOMEONE WHO HAS MONEY**

Young Men A GOOD FRIEND IS….	
19. SOMEONE WHO HAS ENOUGH GUTS TO TELL YOU WHEN YOU ARE WRONG	20. SOMEONE WHO WILL SHARE THEIR FEELINGS WITH YOU
21. SOMEONE WHO ALWAYS HAS TIME TO LISTEN	22. SOMEONE WHO HAS A CAR
23. SOMEONE WHO YOU CAN HUG WITHOUT FEELING EMBARRASSED	24. SOMEONE WHO CAN HANDLE THEMSELVES

Young Men A GOOD PARTNER IS….	
1. SOMEONE WHO HAS A GOOD PERSONALITY	2. SOMEONE WHO CAN MAKE YOU LAUGH
3. SOMEONE WHO DOESN'T THINK YOU SHOULD BE SEXUALLY EXPERIENCED	4. SOMEONE WHO IS ABOUT THE SAME AGE AS YOU
5. SOMEONE WHO GIVES UP THEIR FRIENDS TO SPEND MORE TIME WITH YOU	6. SOMEONE WHO WANTS TO SPEND THE REST OF THEIR LIFE WITH YOU

Young Men A GOOD PARTNER IS….	
7. **SOMEONE TO MAKE LOVE WITH**	**8.** **SOMEONE WHO IS GOOD LOOKING**
9. **SOMEONE WHO DOESN'T EXPECT YOU TO HAVE LOTS OF MONEY**	**10.** **SOMEONE WHO KEEPS IN CONSTANT CONTACT**
11. **SOMEONE WHO WILL PRACTISE SAFE SEX**	**12.** **SOMEONE YOU CAN MARRY AND HAVE CHILDREN WITH**

Young Men A GOOD PARTNER IS….	
13. SOMEONE WHO IS HONEST	14. SOMEONE WHO DOESN'T EXPECT YOU TO HAVE A CAR
15. SOMEONE WHO CARES ABOUT YOU	16. SOMEONE WHO YOU CAN TALK TO ABOUT ANYTHING
17. SOMEONE WHO WILL WAIT UNTIL YOU ARE READY TO HAVE SEX	18. SOMEONE WHO LIKES TO DO THE SAME THINGS AS YOU

Young Men A GOOD PARTNER IS….	
19. **SOMEONE WHO ALWAYS HAS TIME TO LISTEN**	**20.** **SOMEONE WHO SHOWS YOU AFFECTION**
21. **SOMEONE WHO YOU CAN LOOK AFTER AND PROTECT**	**22.** **SOMEONE WHO YOU CAN INTRODUCE TO YOUR FRIENDS AND FAMILY**
23. **SOMEONE WHO WILL HAVE SEX WITH YOU**	**24.** **SOMEONE WHO WONT CHEAT ON YOU**

POSITIVE AND NEGATIVE RELATIONSHIPS

HAPPY EVER AFTER?

AIM: To help young people to consider what they want and don't want in relationships, to question what they accept in current relationships and form judgements about what constitutes a healthy and positive relationship.

LEARNING OUTCOMES: Young people will judge which aspects they agree constitute good relationships and which are bad.

YOU WILL NEED: A set of '**Statements regarding relationships cards'** and **two small boxes** (e.g. tissue boxes or similar) marked as: **'what we want from relationships'** and **'what we don't want from relationships.'**

TIME: 20 minutes

OUTLINE: In a group (preferably around 10), simply read out the statement cards and ask the group to decide into which box they should go. The statements can apply to any relationship not just boy/girlfriend relationships.

Encourage discussion throughout the process;

- some are not just black and white, e.g. 'given presents' sounds good but it could also be construed as controlling.
- Can they think of situations where they have experienced positive aspects – how does that make them feel?
- Equally, get them to give examples of their negative experiences in relationships – how did that make them feel? What did they do about it?
- **Make the point** that most relationships will have some negative aspects sometimes, but try and tease out the statements which are absolutely unacceptable, e.g. being hit, made to feel stupid, being put down, being rejected.
- Discuss how to deal with some of the negative statements, and when they would be bad enough to get out of the relationship. Consider some coping strategies –how can they deal with people who make them feel bad?

Once all the statements have been placed in the boxes, throw the '**what we don't want from relationships'** box in the bin. These are aspects we don't want in our relationships and that's the end of them!

HAPPY EVER AFTER?

STATEMENTS ABOUT RELATIONSHIPS

BEING TEASED	**BEING BULLIED**
BEING IGNORED	**BEING LISTENED TO**
BEING APPRECIATED	**BEING TOLD NICE THINGS**
BEING LEFT OUT	**BEING RESPECTED**
BEING PUT DOWN	**BEING ABLE TO LAUGH TOGETHER**
BEING HIT	**BEING TREATED FAIRLY**
BEING INCLUDED	**MADE TO FEEL I DON'T BELONG**
BEING TAKEN TO NEW PLACES	**MADE TO DO THINGS I DON'T LIKE**
BEING CALLED NAMES	**DOING NICE THINGS TOGETHER**
BEING LAUGHED AT	**PLAYING 'MIND' GAMES**
ABLE TO SAY WHAT I THINK	**GIVEN PRESENTS**
SUPPORTED	**TOLD I'M USELESS**

MADE TO FEEL STUPID	**REJECTED**
ABLE TO TALK ABOUT THINGS	**BEING HELPED**
BEING LOVED	**BEING TOLD I'M OK**
BEING TOLD EVERYTHING IS MY FAULT	**BEING CONTROLLED**
BEING CRITICISED	**BEING INTERESTED IN ME**
FEELING THREATENED	**BEING CAREFUL WITH WHAT I SAY**
BEING SCARED	**BEING APOLOGETIC**

Adapted from the Looking Glass Workbook 2002

POSITIVE AND NEGATIVE RELATIONSHIPS

IT'S MY LIFE!

AIM: To allow young people to consider some questions about what they want in life, managing relationships and staying safe.

LEARNING OUTCOMES: Young people will have had a chance to consider some questions about how they want to live their lives, and think about how they might be influenced by others.

YOU WILL NEED: **'It's My Life' questionnaire, flipchart paper and pens**

TIME: 20 minutes

OUTLINE: This can either be done in a large group or broken into smaller groups. Ask the group (or ask a facilitator in each small group) to ask the questions and begin a discussion about each question.

You may want to give each group a different set of questions and you may wish to add/remove questions according to the make up of the group.

Take feedback from each group. Did they all agree? What were the main discussion points? Discussions are likely to include some of the following:

- some participants may point to their own experiences as models (or not) of good decision-making.
- some may say how their experiences have influenced how they want their lives to be in the future: 'I'm not going to make the same mistake…'
- some may want to talk about keeping safe, or risky behaviour they are aware of.
- Do they know who they can go to if they're worried or need advice – do they have friends/family members they can talk to? Who else might be able to help e.g. school learning mentors/NSPCC counselling services/Connexions Personal Advisers.

Congratulate the groups on having considered some big life questions and having (hopefully!) come up with some thoughtful comments which will have helped other people in the group – and the facilitator!

POSITIVE AND NEGATIVE RELATIONSHIPS

IT'S MY LIFE! - QUESTIONNAIRE

1. **Where do you want to be in five years'/ten years' time? What do you want to be doing? Who do you want to be with?**

2. **Do you think you may want to have children? If yes, what age do you think you would be ready to be a parent?**

3. **At what age do you think a girl/boy can be a responsible parent?**

4. **If you were 4 years old now, would you rather your parent was 17, 21, or 25? Why?**

5. **What kind of things do you look for in a boyfriend/girlfriend?**

6. **What is a good age to start going out with someone?**

7. **Who controls a person's sexual behaviour? The person themselves, or the person they are with?**

8. **What kind of influence do things like drink or drugs have on our behaviour?**

9. **What do you say if a good friend asks you personal questions that you don't really want to answer?**

10. **What should you think about before having sex with someone?**

11. **Is it OK to decide you don't want to have sex yet?**

12. **How do you tell someone that you have 'finished' with them?**

13. **How would you want to be told if someone had 'finished' with you?**

14. **Which person/people do you go to for good advice? How do you know that it is good advice?**

Adapted from 'Making Informed Choices', Looking Glass Workbook 2002

POSITIVE AND NEGATIVE RELATIONSHIPS

SOAP STORIES

AIM: To explore different types of relationships and identify positive and negative aspects of relationships

LEARNING OUTCOMES: To enable young people to understand the complex nature of relationships, to begin to think about what type of relationships they want for themselves and how they can positively affect the nature of their own relationships.

YOU WILL NEED: Main exercise - **Flipchart paper and pens**
Extension exercise – assortment **of old magazines/ newspapers, card, glue/sellotape**
Ideally, some knowledge of what is happening in TV soaps!

TIME: 30 minutes

OUTLINE: **NB** the extension exercise, if used, should be carried out **before** the main exercise.
Ask the whole group to identify a couple of TV Soaps that they are all familiar with. Break the group into smaller sets of no more than 6 and ask each small group to choose the soap they wish to consider. For their chosen soap ask them to identify two or three relationships that are portrayed in the programme and on flipchart paper record the following;

- What they think are the good and bad aspects of the relationship. Encourage them to think beyond boyfriend/girlfriend relationships to include also family relationships, friends etc.
- What could those involved in the relationship do to improve the negative aspects of the relationship?

Ask the small groups to feed back and discuss with the whole group. Points to raise in the whole group discussion include:

- Are there any 'perfect' relationships?
- What part does 'compromise' play in relationships?
- What is never acceptable in a relationship e.g. violence, abuse

EXTENSION EXERCISE: (20 mins) Give a few magazines/newspapers to each group and ask them to cut out any pictures that show relationships – whether good or bad, then stick and label them on card/flipchart paper. What types of relationship are there - family, friends, school groups, sports teams. What is it about particular pictures that make it look like a good/bad relationship?

PRESSURES AND EXPECTATIONS

Introduction and Facilitators Notes

The exercises in this section, which can be delivered in any order, explore the pressures and expectations placed on young people and aim to help them develop strategies to resist the negative ones. Again, self-esteem plays an important role in helping young people to resist those pressures and having the confidence to do so. This section takes approximately **two hours and twenty minutes to complete**.

"No Because…"(30 minutes) looks at negative pressures and asks young people to consider arguments against that pressure. Facilitators can then play 'devil's advocate' by arguing for it whilst young people develop arguments against it.

How Risky? (50 minutes) Looks at different situations young people might find themselves in and asks them to judge the risk level it may present. It explores how the level of risk may change if two situations are joined together. This exercise also looks at ways of minimising risk.

A Good Night Out – Keeping Safe (30 minutes) asks young people to consider what they need to do to plan a safe night out and what steps they could take to reduce risk and keep themselves safe – and to design a poster for their peers about how to have a safe night out.

Pressure Points (30 minutes) looks at pressures and expectations young people are subject to in different settings. It touches on the difficulties of resisting pressure and the consequences of giving in whilst also giving young people strategies for resisting them.

PRESSURES AND EXPECTATIONS

'NO, BECAUSE…'

AIM: To highlight the difficulty of avoiding pressure and to help young people develop skills and confidence to negotiate peer pressure.

LEARNING OUTCOMES: Young people will be more confident in developing strategies to deal with peer pressure.

YOU WILL NEED: **Flipchart paper and marker pens**

TIME: 20-30 minutes

OUTLINE: Organise the group into small single or mixed gender sets of two or three. Ask each group to think of a negative pressure they might face, e.g. smoking, drinking alcohol, skipping school, shoplifting, having sex. Give each group a piece of flipchart paper and ask them to write their chosen pressure in the centre of the paper.

Ask each group to come up with arguments **against** the pressure. It may help to suggest they start the sentences with "**No, because**". Ask them to write down as many arguments as they can.

Feedback to the large group.

EXTENSION EXERCISE: (20 mins) There are a number of ways you can continue with this exercise, depending on the size and skills of the group:

1. You take on the role of enforcer. The groups must try out their arguments against you. You put the pressure on them and they use their arguments to resist.
2. The group members take turns to be the enforcer and the rest of the group try out their arguments.

PRESSURES AND EXPECTATIONS

HOW RISKY?

AIM: To explore young people's perception of levels of risk associated with different activities and situations.

LEARNING OUTCOMES: To raise awareness of situations which might be risky, and to help young people understand factors that may increase or reduce risk.

YOU WILL NEED: Photocopies of '**Activities' sheet, Post-It Notes, String or Ribbon -** approximately 2 to 3 metres

TIME: 30-40 minutes

OUTLINE: Attach the length of string/ribbon to the wall or place on the floor so that it is accessible to all. Write **'No Risk', 'Low Risk',** and **'High Risk'** on three separate pieces of paper and Place at intervals along the string/ribbon.

Organise class into small groups of three or four and give each group a set of Post-It notes and a copy of the 'Activities' sheet. Ask them to copy each of the situations onto a Post-It note and place along the string/ribbon according to how risky they consider the activity to be.

Bring back together, consider the responses and facilitate a discussion around differences in responses, why some activities are considered more risky than others, what level of risk is acceptable, etc. You may wish to challenge any activities placed in the **'No Risk'** or **'Low Risk'** zone.

Move on to look at the level of risk involved if two or more activities are combined, and apply risk labels again, e.g. 'Going to a house you haven't been to before' and 'Taking drugs', or 'Kissing someone you know' and 'Drinking alcohol' Does this increase the risk?

EXTENSION EXERCISE: (10 mins) Extend the discussion to talk about ways of minimising risk and ask the group to design a safety slogan and/or poster to warn against some of the risks identified, e.g. 'getting into a car with someone you don't know' **DON'T KNOW, DON'T GO!**

RISK ACTIVITIES

GETTING INTO A CAR WITH SOMEONE YOU KNOW	**GETTING INTO A CAR WITH SOMEONE YOU DON'T KNOW**	**ACCEPTING A DRINK FROM SOMEONE YOU DON'T KNOW**
GOING TO A HOUSE YOU HAVEN'T BEEN TO BEFORE	**MEETING SOMEONE YOU KNOW**	**MEETING SOMEONE YOU DON'T KNOW**
KISSING SOMEONE YOU DON'T KNOW	**GOING TO A HOUSE YOU HAVE BEEN TO BEFORE**	**KISSING SOMEONE YOU DO KNOW**
UNPROTECTED SEX WITH SOMEONE YOU DON'T KNOW	**UNPROTECTED SEX WITH SOMEONE YOU DO KNOW**	**GOING OUT ALONE DURING THE DAY**
GETTING A TAXI ALONE	**GETTING A TAXI WITH FRIENDS**	**ACCEPTING GIFTS FROM SOMEONE YOU HAVE JUST MET**
GIVING SOMEONE YOU DON'T KNOW YOUR MOBILE PHONE NUMBER	**PUTTING YOUR MOBILE NUMBER ON A SOCIAL NETWORKING SITE E.G FACEBOOK**	**GOING TO A PUB / NIGHTCLUB IN YOUR OWN TOWN**
GOING TO A PUB / NIGHTCLUB IN A DIFFERENT TOWN	**TALKING TO SOMEONE YOU DON'T KNOW**	**PROTECTED SEX WITH SOMEONE YOU DON'T KNOW**

PRESSURES AND EXPECTATIONS

A GOOD NIGHT OUT – KEEPING SAFE

AIM: To look at real events and consider associated safety/risk issues.

LEARNING OUTCOMES: Young people will learn the importance of thinking ahead in order to minimise risks and have planned strategies to help keep themselves safe.

YOU WILL NEED: **Flipchart paper and pens**

TIME: 30 minutes

OUTLINE: Divide into groups of 4 or 5 and give each a sheet of flipchart paper and pen. Ask each group to identify a night out they might want e.g. going to a party, cinema, night club, and to consider what they should do to ensure they have a safe night out. On the flipchart ask them to identify any potential 'risks' during their night out and what steps they could take to reduce that risk and keep themselves safe.

You may wish to help the group by suggesting they consider some of the following:

- Where are you going? Do you know exactly where it is? Who is taking you or are you getting a bus?
- How will you get home?
- Will you be travelling with a friend or alone?
- Have you told someone where you are going and what time you expect to be home?
- Do you have enough money?
- Will you be eating or drinking?
- Who are you going with – friends or people you don't know well?
- Do you know everyone else who will be there?
- Are you taking a mobile phone - is it fully charged, do you have credit

Ask groups to feed back and discuss the risk factors and 'keeping safe' strategies.

EXTENSION EXERCISE: (20 mins) Give the groups new flipchart sheets and ask them to design a poster for their peers about how to have a safe night out. Or, pick one aspect of safety they've highlighted and ask them to come up with an illustration or slogan to raise awareness about this for others. You may wish to display the finished posters in your school.

PRESSURES AND EXPECTATIONS

PRESSURE POINTS

AIM: To highlight the pressures and expectations placed upon young people.

LEARNING OUTCOMES: Young people will be able to acknowledge the pressures they might be under, and have strategies to deal with them more effectively.

YOU WILL NEED: **Marker pens and flipchart paper, sellotape**

TIME: 20-30 minutes

OUTLINE: Organise the group into single or mixed gender sets of no more than 6. Ask a volunteer from each group to lie down on the paper (you may want to stick two pieces together) so another volunteer can draw around them, or draw a stick figure onto a piece of flipchart paper.

Ask each group to think about the pressures and expectations placed upon them and to write them onto the silhouette, preferably in an area of the body it relates to, e.g. 'pressure to do well at school' would be placed in the head area, pressure to be thin in the body area, etc.

Areas of their lives you could encourage the groups to think about could be:

- peer group
- home and family
- school
- boyfriends/girlfriends
- TV, media, magazines, internet

Go around each group to observe their ideas. Talk to each group about where the main pressures come from and what they feel the consequences would be if the did not give in to pressure.

Towards the end of the activity, ask the groups to begin thinking about ways of coping with the pressures they have identified.

Finally, engage the whole group in a discussion to share their thoughts on:

- Difficulties in resisting pressure
- Consequences of giving in to pressure
- Strategies for resisting pressure to do things they are not comfortable with.

USE OF NEW TECHNOLOGIES – THE INTERNET AND MOBILE PHONES

Introduction and Facilitators Notes

This section looks at issues around the use of the Internet and mobile phones. Although we know that vulnerable young people may be at most risk of sexual exploitation, it is clear that **all** young people are potentially at risk of exploitation via new technologies. This section attempts to raise young people's awareness of sexual exploitation associated with new technologies, and helps them develop strategies to deal with these issues, whilst also acknowledging that the Internet and mobile phones are a great resource and are here to stay. This section takes approximately **one hour** to complete.

Safety on the Internet – 'Knowing Me…Knowing You' (30 minutes) is an exercise looking at what information young people allow to be shown on their personal profiles within social networking sites. It asks them to consider who can/does access this information and explores the dangers this might present. Are they aware of privacy settings on these sites which can be set to avoid just anyone viewing their profiles?

"I thought my friend's buddy was my buddy…" (30 minutes) is an exercise looking at real life scenarios, the implications of which young people can discuss in small groups. The scenarios include issues around the internet and the use of mobile phones. It equips young people to recognise that something which might start of as a joke can quickly get out of hand if, for example, images are swapped or if young people give out too much information to people they don't actually know – even if they think their friends know them. The final scenario looks at a mother's concerns about her daughter's use of the Internet, and introduces concerns about sexual exploitation on the Internet and considers the indicators of risk.
NB Further detailed notes are provided with this exercise.

For further FREE materials addressing safety on the Internet, cyber bullying etc., see the following websites.

www.thinkuknow.co.uk
www.childnet-int.org
www.kidscape.org.uk
www.digizen.org

USE OF NEW TECHNOLOGIES – THE INTERNET AND MOBILE PHONES

KNOWING ME…KNOWING YOU

AIM: To look at the use of the internet in relation to social networking sites, know how to use them responsibly and stay safe.

`

LEARNING OUTCOMES: To raise young people's awareness that online behaviour can have significant offline consequences, and show them how they can protect their information and keep themselves safe.

YOU WILL NEED: **Flipchart paper, pens**, **set of cards: "What's on your profile?"**

TIME: 30 minutes

OUTLINE: Ask whole group to shout out what information they have on their social networking sites, e.g. Facebook, Msn, Bebo. Record this on flipchart.
Break into small groups and give a set of cards to each group – ask them to sort into two piles – information they would include in their online profile and information they wouldn't include. Take feedback from each group and facilitate a discussion. Points to address include:

- What information wouldn't they include – why? Do they all agree?
- Who can view their profile - anyone, only friends, friends of friends?
- Does 'friend' include people they have only met online? How do they know people are who they say they are? For example, could one be a 45-year-old man pretending to be a 15-year-old girl? (It **does** happen!).
- **Photos** – what type of photos do they include? What's appropriate/inappropriate? Do they realise online photos can be copied, altered and circulated by others? What are the risks associated with this?

Finally refer back to the flipchart and ask if there's anything they should consider taking off their profile – or do they feel they're safe and aware of the dangers?

EXTENSION EXERCISE: (20 mins) If you have access to CEOP's 'Thinkuknow' website and materials (see facilitators notes at start of this section) obtain a copy of the DVD 'Matt Thought he Knew' .The film tells the story of a teenager's online relationship with a young girl. Eventually they decide to meet in the real world - but she is not who he thought she was. There are several other CEOP DVDs available for use in this context, all of which can be viewed online at www.thinkuknow.co.uk.

WHAT'S ON YOUR PROFILE?

NAME	DATE OF BIRTH
ADDRESS	FAVE TV PROGRAMME
FAVE FILM	FAVE PLACE
HOBBIES	MOOD
FAVE QUOTES	RELATIONSHIP STATUS
E-MAIL ADDRESS	LOOKING FOR…
PHOTO OF ME	PHOTO OF MY FRIENDS
AGE	WHAT I'M SCARED OF
FAVE MUSIC	MOBILE PHONE NUMBER
RELIGION/POLITICS	FAVE BOOKS
SCHOOL	FAVE FOOD

USE OF NEW TECHNOLOGIES – THE INTERNET AND MOBILE PHONES

"I THOUGHT MY FRIEND'S BUDDY WAS MY BUDDY…"

AIM:	To introduce some real life scenarios and consider the risks they present, look at ways of minimising risks and dealing with situations that may arise.
LEARNING OUTCOMES:	Young people will have had the opportunity to consider the implications of risk around the internet/mobile phones, and considered how risks can be minimised.
YOU WILL NEED:	**Copies of Internet scenarios, one for each group. Copies of 'Indicators of Risk on the Internet' – to be given out at the end of the session.** **Flipchart paper and marker pens**
TIME:	30-40 minutes
OUTLINE:	Break up into smaller groups of 4 or 5. Give each group a different scenario and ask them to address the questions at the end of their particular scenario and record key points of their discussion on flipchart paper. **If there's time, swap the scenarios round so that each group looks at two case studies.**

Bring the groups back together and ask each group to read their scenario and their answers to the questions posed. This may lead to a wider discussion within the group - would any of the other groups have done anything differently? **See Notes for teachers (overleaf) for points to include in discussion.**

Can they think of any scenarios from their own, or friends, personal experience which they would like to share?

Finally, give a copy of the '**Indicators of Risk'** to everyone to let them see the kinds of things which might indicate that a young person is at risk of online sexual exploitation – some of which will have already been raised in their discussions.

"I thought my friend's buddy was my buddy…"

Notes for Teachers

Scenario 1

Ryan put himself at risk by:
a) not checking with his friend who Ben was
b) by giving his school details and address.

Ryan was right to:
a) not meet up with Ben,
b) block Ben,
c) change his Messenger address and
d) tell his parents about what was happening

Scenario 2

Marie should have thought carefully before sending those pictures to Chris; she couldn't guarantee that he would respect her privacy or delete the images once they had split up.
Equally, get your friends' permission before taking pictures, or before sending them to someone else/posting them on the Internet.
Remember that as soon as you have sent them you have no control over where they end up and any digital image can be cut, cropped or altered. And they can be shared online without your knowledge or permission.

Scenario 3

Do the groups think Kim is 'safe' because she's at home?
Cheryl is right to be worried as going onto the Internet late at night is a risk factor. Kim may be at risk of sexual exploitation – ask the groups if they think Kim has a webcam. She could be posting images of herself on the internet, or being 'groomed' by someone (who may be lying about his age) to pose naked, for example. Some young people have been blackmailed into providing these type of images, by being threatened that images/messages sent earlier will be sent to their families.
If Kim has a lot of money to spend, where is she getting it from? Could someone she's met on the internet be giving her money/presents in exchange for internet images? These images may then be being passed on, or sold on, to many more people - Kim would have no control over this and no way of stopping it.
Cheryl could start by questioning Kim about what she's doing on the Internet at night, and pointing out some of the risks. She could contact the school to see if the learning mentor, for example, could talk to Kim and ask if the school is arranging any group work on internet safety.
Cheryl could also look at CEOP's Thinkuknow website as there is a parents section giving advice on how parents can help to keep their children safe online. Abuse can be reported immediately - there is a 'report abuse' button on CEOP's www.thinkuknow.co.uk site.

SCENARIO 1 – 14 YEAR-OLD RYAN

"I thought my friend's buddy was my buddy…"

A friend of mine introduced me to this guy online – he was called Ben. After being in contact with him for a couple of months on Instant Messaging, he started hassling me about meeting up offline. From our chats I thought I liked him, but I was a bit nervous about meeting up with him so had a word with my mate about him. In fact, it turned out that my friend, the one who introduced me to Ben, didn't really know him at all, they had only met online.
So I decided to block Ben and remove him from my buddy list – but I was a bit nervous about what he might do as I had told him my school and where I lived. I still received messages from Ben – he just changed his user name to get round my block, but I blocked those messages and then changed my Messenger address so he couldn't contact me. I was scared at some points, particularly when I thought he might try and find me, so I told my parents about what had happened and they were really glad I'd told them.

- **What do you think Ryan has done to put himself at risk?**
- **What could Ryan have done differently?**
- **Did Ryan get anything right?**

SCENARIO 2 – 15-YEAR-OLD MARIE

"I thought we'd be together for ever…"

I thought me and Chris would be together for ever, but we had this big row and now we've split up. When we were together, we messed around with each other's camera phones – sending photos to each other. The pictures were just a bit of fun, but there were some which I wouldn't want anyone else to see.

Tonight I've just found out that Chris, obviously feeling bitter, has texted some of the pictures of me to his friends. The images are now all around the school and to make it worse, my form tutor has found out about it today. We've both got to go and see her on Monday. I can't believe he's done something so horrible, and now I'm worried that he'll post the pictures on the Internet as well. There's nothing I can do to get them back and I feel so humiliated.

- **What could Marie have done to avoid this?**
- **Do you think this could happen at your school?**
- **What are the risks associated with posting photos on line?**

SCENARIO 3 - CHERYL, TALKING ABOUT HER DAUGHTER KIM AGED 15

"I'm probably worrying about nothing, but…"

I'm a bit worried about our Kim. I mean, she's always being so secretive these days, like a lot of teenagers I suppose, but she doesn't half spend a lot of time on that computer of hers. Every night she shuts herself in her bedroom and goes on line. After 11 I tell her to go to sleep, but if I get up in the night, I can see her lamp on, and can hear her tapping away on the keyboard. Well, at least I know where she is, safe in the house.

She seems to have quite a bit of money to spend, and when she's not on the computer, she's on that mobile of hers. She never seems to see Danielle any more, and they were right close only a few months ago. Thing is, she won't let me see what she's doing, tells me to stop asking questions because I don't know what I'm talking about. Well, I don't but I'm a bit worried that she's chatting to strangers on the internet and I don't know what to do about it.

- **Do you think Kim's mum is right to be worried?**
- **What do you think Kim might be doing on line and what are the risks she's exposing herself to?**
- **Where could Cheryl get some help/advice on what to do?**

INDICATORS OF RISK ON THE INTERNET

Spending increasing amount of time on social networking sites	**Accessing dating agencies via mobile phone (e.g. 02 Flirt Line)**
Unexplained increased mobile phone/gaming credits	**New contacts with people out of city**
Spending increasing amounts of time with on-line friends and less time with school/neighbourhood friends	**Exchanging inappropriate images in exchange for gaming knowledge/phone and gaming credits**
Being secretive	**Unwilling to share/show on-line contacts**
Concern that a young person's on-line friendship has developed into an off-line relationship	**Concern that inappropriate images of a young person are being circulated via the internet**
Arranging to meet people they have met on-line	**Going on-line during the night**
Receiving gifts through the post from someone the young person doesn't know	**Concern that someone is having an on-line relationship**
Concern that a young person is being coerced into providing images on a webcam	**Sharing of inappropriate images amongst friends**
Concern that someone is being bribed by someone for their inappropriate on-line activity	**Concern that a young person is selling images via the internet for money**
Concerns that a young person may have uploaded inappropriate images of themselves.	**Concern that a young person is selling sexual images via the internet**

SEXUAL EXPLOITATION

Introduction and Facilitators Notes

This section deals more specifically with issues of actual sexual exploitation. It is therefore more appropriate for targeted groups of young people or those who have covered other exercises in this pack and have a good understanding of what constitutes a healthy relationship.

Leanne's diary (40 minutes) is in four parts which, when all extracts are read, gives a full picture of what is happening – where Leanne is targeted, groomed and then sexually exploited by her 'boyfriend'. Leanne's diary is designed to be used with a **girls only** group.

Liam's diary (40 minutes) is also a diary in four parts and shows how Liam is sexually exploited by someone he trusted – this is designed to be used with **a boys only** group. The sexual exploitation of boys is a much more hidden problem as boys find it much harder to report abuse – and it may be difficult for some young men to deal with the issues it presents. They may become trapped in exploitative relationships by the threat of disclosure - 'what will people think of you?' However, it is a problem and all young men need to be aware of the potential danger in some relationships.

Both exercises deal with the issue of **grooming –** the process by which a child sex offender befriends a child or young person in order to have sexual contact with them or to coerce them into sexual contact with others. For teenagers who have wider and more independent social networks, realising they are being groomed is particularly difficult. These exercises aim to increase young people's awareness of the grooming process and enable them to recognise when it is happening.

The Agony Aunt exercise (20 minutes) asks young people to consider, and reply to, a letter sent by a young person to an 'agony aunt'. The letter gives details of a friend who has started acting out of character and how the writer is worried about her and wants advice. This can be a very powerful exercise – young people are often able to give good advice to someone else, even if they themselves are involved in risky behaviour. Again, this raises awareness of the indicators of risk and gives young people the opportunity to consider helping strategies. The extension exercise asks the group to consider the story of Fiona Ivison – a true life story of a Sheffield teenager – this should lead to a useful discussion around how this situation could be avoided.

The 'My Dangerous Loverboy' DVD (with facilitator notes) raises awareness of grooming and internal trafficking within the UK for the purposes of sexual exploitation. It is suitable for pupils in Key Stage 4 but only as part of a planned and robust Sex and Relationships Education Programme. It should always be viewed by staff before showing to pupils, and it is important for young people to know there is support within school if they have been affected by any of the disturbing issues it raises. The website gives more information and includes interactive ways in which young people can get involved in order to help others stay safe. **www.mydangerousloverboy.com.**

SEXUAL EXPLOITATION

LEANNE'S DIARY

AIM: To introduce the 'grooming process' and raise awareness of sexually exploitative relationships
NB For use with Girls Groups only
(For Boys groups use 'Liam's Diary')

LEARNING OUTCOMES: Young people will be aware of risky situations and the subtleties of the grooming process..

YOU WILL NEED: **Leanne's Diary extracts, flipchart paper and marker pens**

TIME: 40 minutes

OUTLINE: Break into small groups. Give each group Extract 1 of the diary, flipchart paper and marker pens.

Ask each group to read through the diary and answer the questions at the bottom of the page. Do not influence the answers the groups give. It is important that you get the young women's true answers, and not what they think they should say.

After ten minutes, ask each group to feed back the discussion they had about the extract. Discuss any particular issues which arise, then hand out the next extract, feedback after ten minutes and repeat with the final two extracts.

During the feedback, allow other groups to comment on each extract. You should also ask questions throughout to promote discussion and illustrate other points of view.

For suggested questions, see Facilitators notes, overleaf.

NOTES FOR TEACHERS – LEANNE'S DIARY

You can either have four groups with a diary extract each, or, if it's a small group, as facilitator just read out one extract to the whole group and comment on the questions at the bottom of the page and then move on to the next extract, so that you're building up the story together. You might want to ask the following questions:

Extract 1

1. Put the young women in Leanne's situation. If they met someone they really fancied, would they go into the takeaway with him?

2. You are looking for the most honest answers. Ask them to write what they believe they would really want to do, not what they think they should do.

Extract 2

1. Would your parent/carer agree to you doing this?

2. A lot of the young women we work with think that Jamie is looking out for Leanne. They trust him more because he didn't try to have sex with Leanne straight away, and he spoke to her mother and told her where Leanne was going with him.

Extract 3

1. Question Jamie's motives for taking Leanne to the clinic.

2. Why doesn't Jamie get a key cut?

3. Why is Jamie asking her to keep secrets?

4. Why isn't Jamie encouraging Leanne to go to school?

Extract 4

1. Do you believe that Jamie really owed people money?

2. Will this be the last time Leanne has to do anything like this?

3. Question the fact that Jamie didn't ask her to do it.

DIARY EXTRACT 1 – Leanne aged 15

I met this lad today. He started talking to me outside the takeaway and asked me if I wanted to go in and get something to eat. He was well fit and I don't know why he started talking to me, but he was really nice so I went in with him and he bought me a chip butty.

His name is Jamie and at first he said he was 19, but he let slip later that he was really 24. He said he'd lied because he thought I wouldn't be interested if I knew the truth.

We talked for ages, he's a right laugh and he gave me fags and everything. He's got a right nice car too.

He wanted to take me to the pictures but I had to get home, so he asked me for my mobile number. When I told him I didn't have much credit on it, he said he'd put some money on it for me, can you believe it?!

He said he really liked me and wanted to see me again soon, so I arranged to meet him again. I hope he turns up; I think he's right nice.

- **Do you trust Jamie?**
- **Is it OK for someone you've just met to buy you things?**
- **Is Jamie too old?**

DIARY EXTRACT 2 – Leanne aged 15

Jamie was at home with mum when I got back yesterday. I don't know how he did it, but he managed to persuade her to let him take me clubbing. It was brilliant; he even bought me a new dress to wear! He knows everyone and got in all the best clubs for free. All these girls kept trying to talk to him, but he just ignored them and stayed with me all night.

I'm so lucky; Jamie is gorgeous, not like the lads at school. He's always interested in what I have to say, and never tries to make me do anything I don't want to, he even sticks up for me with mum! She thinks the world of him.

Last night was the best. We stayed together and he just kissed and cuddled me all night. He told me he loves me and we even talked about living together, but I don't think mum would agree to that, though. He said he wants to be able to talk to me anytime he wants to, so for now he just keeps my mobile topped up, and it never leaves my side.

- **Do you trust Jamie?**
- **Should Leanne have stayed at Jamie's house?**
- **Is Leanne's mum right to trust Jamie?**

DIARY EXTRACT 3 – Leanne aged 15

Jamie and me have been together for a while now and he really does love me. If I need to go anywhere he's always there to take me and pick me up. I haven't seen Laura for ages, I think she's got the face on with me, but I haven't got time to see her. Besides, Jamie doesn't like her and says she's probably jealous because her boyfriend is just a school kid.

I stay at Jamie's most of the time now. I haven't got a key yet, so Jamie sometimes locks me in when he goes out. But that's OK, he's gonna get me a key as soon as he can. We went to the clinic the other day to get the pill and some more condoms. He's so thoughtful and just wants me to be OK.

Mum's a bit annoyed that I'm spending so much time at Jamie's, and she's found out I haven't been going to school, but Jamie says there's no point me going to school. Besides, he says I could move in with him and he'd look after me. He really does love me you know.

He bought me a ring the other day. It's meant to be an engagement ring, but Jamie said not to tell anyone yet because it would make mum even more angry, and people wouldn't understand. I don't think it's anyone's business anyway. I'll be 16 soon and then they can't do anything, can they?

I just love him so much; I'd die if he left me. I'd do anything I can to make him happy.

- **Do you trust Jamie?**
- **What do you think of this relationship?**
- **Is it your responsibility to make your partner happy?**

DIARY EXTRACT 4 – Leanne aged 15

Last night was awful. Jamie's been really depressed for the last few days and I came home yesterday and I could tell he was really fed up. It took me ages to get him to tell me what was wrong.

He said that he owed someone some money and that they were going to kill him if he didn't pay up soon. I was devastated. I couldn't let that happen. I asked him if there was anything I could do to help. He just kept talking about how he'd borrowed the money because he wanted to give me everything I wanted and how much he loved me. He told me about his friend who had owed the same man some money and that his girlfriend had helped him to pay them off, but that he would never let me do anything like that.

He wouldn't tell me what she'd done at first, and when he did I was really shocked. He said that she had had sex with this man and he had dropped the debt.

I suppose it was my fault he was in this mess in the first place. I shouldn't have been so greedy and spoilt. So what could I do but help him?

It was horrible. I wanted to be sick. I thought it would never end. But it's over now and me and Jamie can just get back to normal. After all, we love each other, don't we?

- **Do you trust Jamie?**
- **Do you understand why Leanne did it?**
- **What advice would you give to Leanne?**

SEXUAL EXPLOITATION

LIAM'S DIARY

AIM: To introduce the 'grooming process' associated with exploitative relationships and create awareness of risky situations. **NB for use with young men.**
(For young women use 'Leanne's Diary')

LEARNING OUTCOMES: Young people will be aware of risky situations, the subtleties of the grooming process and how to spot the signs in a relationship.

YOU WILL NEED: **Liam's Diary extracts, flipchart paper and marker pens**

TIME: 40 minutes

OUTLINE: Break into 4 small groups. Give each group Extract 1 of the diary, flipchart paper and marker pens.

Ask each group to read through the diary and answer the questions at the bottom of the page. Do not influence the answers the groups give. It is important that you get the young women's true answers, and not what they think they should say.

After ten minutes, ask each group to feed back the discussion they had about the extract. Discuss any particular issues which arise, then hand out the next extract, feedback after ten minutes and repeat with the final two extracts.

During the feedback, allow other groups to comment on each extract. You should also ask questions throughout to promote discussion and illustrate other points of view.

For suggested questions, see Notes for teachers, overleaf.

Notes for Teachers – Liam's Diary

You can either have four groups with a diary extract each, or, if it's a small group, as facilitator just read out one extract to the whole group and comment on the questions at the bottom of the page and then move on to the next extract, so that you're building up the story together. You might want to ask the following questions:

Extract 1

1. What do you think is happening between Liam and his parents?
2. What do you think Nick's business is about?
3. What do you think Liam will have to do to 'prove' himself?

Extract 2

1. What do you think of Nick and James?
2. Why is Nick easier to talk to?
3. Do you think Paul is really jealous?

Extract 3

1. What is Liam worrying about after his conversation with Paul?
2. What do you think was meant by someone asking if Liam was 'available for work'?

Extract 4

1. What do you think of the whole situation?
2. How do you think Liam is feeling?
3. Could this happen to someone you know?

Diary Extract 1 – Liam aged 15

Mum and Dad are doing my head in! Just because I came in a bit late last night they said they wouldn't give me any more money. They think I just waste it at the arcade. They hate James. They think he's a real bad influence. The truth is they don't like any of my mates, and nothing I do is ever right!

James said he'd lend me some money so that I could still come out. He always seems to have loads to spare. He said he earned extra cash selling CD's for this bloke, and he'd have a word with him if I was interested. I thought it wouldn't hurt to talk to him and find out what it's about, as long as it's not dodgy. Dad would kill me if I got into any more trouble and I just can't deal with any more hassle from him at the moment.

I met the guy James told me about. He's called Nick, seemed OK, bit flash. Said I could start off small, work as a 'look out' for James and if I could prove myself trustworthy he'd give me a bit more responsibility, maybe even my own pitch.

- **Do you trust Nick?**
- **What do you think of Liam and James's friendship?**
- **Are Liam's parents being unreasonable?**

Diary Extract 2 – Liam aged 15

I've been knocking around with James at the arcade for a few weeks now. Nick's always there. He's easier to talk to than most adults, he doesn't treat me like a kid who doesn't know what he's about, it feels like he really listens to me and respects my opinion.

Mum and Dad seem fine about him as well, which really surprised me since he's closer to their age than mine. They seem to think he's a good influence on me because I'm doing better at school. They like the fact I'm earning my own money as well. Dad said it's about time I started taking some responsibility for myself.

I've got my own stock now, which means I earn more money, it's great! We hang out at Nick's some nights, it's a right laugh. He's got Playstation 2, a Wii and this massive telly. I always end up pissed though, so I usually end up stopping over. Dad would go mental if I came home drunk. I suppose Nick kinda looks out for us.

I told Paul, this lad I sit with at school, all about it. He started saying I was stupid and wanted to know why this bloke was hanging around with kids. I told him to shut up. He's just jealous because I'm making loads of money. I think I'll stick with James in future, he understands.

- **Do you trust Nick?**
- **Should Liam be getting drunk and staying at Nick's house?**
- **Do you agree with Paul?**

Diary Extract 3 – Liam aged 15

That argument I had with Paul the other day really got me thinking. Why does Nick only seem to hang around with lads my age? It's probably nothing. It's not like he isn't getting anything out of it, and he must care about young people, because he's given us all a chance!

Anyway, there are some other blokes who come round now and again. James always seems to deal with them, though. The other day I heard one of them ask Nick if I was available for work. He said, no, not yet. I wondered what he meant. I sell as much as James.

I think I'll speak to James about it because I thought we were equals, but it seems that he's still getting all the best jobs.

- **Do you trust Nick?**
- **Is it right for an adult (18+) to be 'looking after'/treating young people?**

Diary Extract 4 – Liam aged 15

I did speak to James. I wish I hadn't now. In fact I wish I'd never met him or Nick. James told me to meet him in town if I was ready to earn some real money.

We went on the bus to Rotherham and the guy I'd seen with Nick picked us up at the bus station. He took us to this house where I recognised some other blokes from Nick's. I felt uncomfortable the minute I walked through the door and knew something wasn't right. If I'd have known where I was I would have just gone home, but I didn't. James got really pissed off with me and told me to chill out; I was the one who wanted to come. Then he disappeared into a room with one of the guys.

One of the others came and sat next to me and asked my name. I asked him what he wanted me to do, and he said I didn't have to do anything, and then he started touching me. I tried to move but he wouldn't let me. I felt sick and totally disgusted with myself, how could I have got into this? I couldn't see any way out, so I just sat there.

He dropped us off at the bus station and on the way home James gave me £20. It hardly seemed worth it, it wasn't much more than I'd been getting before. I didn't want it anyway. I just wanted to go home to my Mum and Dad.

The day after, I saw Nick and told him I didn't want to be involved in anything else like that. He said that I didn't have a choice, I owed him. I don't know what to do. I can't tell anyone, they'll think I'm a right perv and Dad has been so proud of me lately because I've been earning my own money. What choice have I got?

- **What do you think of Liam and James's friendship?**
- **How could Liam have got out of this situation?**
- **Who could Liam talk to about what has happened?**
- **Do you think it is Liam's fault?**

SEXUAL EXPLOITATION

AGONY AUNT

AIM: To introduce the 'grooming process' associated with exploitative relationships.

LEARNING OUTCOMES: Young people will understand what the grooming process is and be more aware of risky situations

YOU WILL NEED: **Agony Aunt letter, answer sheet, flipchart paper and pens**

TIME: 20 minutes

OUTLINE: Have groups of 4 or 5 people and give each group a copy of the Agony Aunt letter, flipchart paper and marker pens. Ask the groups to read the letter and write a response as if they were the 'Agony Aunt'. Ask them to consider the issues in the letter. Do they think the girl's friend is in danger, and if so, what could they do to help?

Bring the groups back together and ask them to read their replies. Give the other groups an opportunity to comment on each other's answers.

Replies should address:

- a much older man is a risk factor in sexual exploitation, i.e. he is in a position of power and may exercise control over the girl.
- Why is she taken in by the car, money, good looks?
- If he is spending lots of money, she may feel she 'owes' him and may eventually have to pay back in sexual favours - perhaps to many other men.
- Missing school is a risk factor in sexual exploitation as is staying away from home and being isolated from friends and family – he persuades her that she only needs him
- Secretive and not mixing with friends will enable him to control her more successfully - she has cut herself off from people who could keep her safe.
- It is likely she does not recognise what is happening and you may need to suggest other agencies who could help e.g. learning mentors/NSPCC counsellors/Connexions personal advisers/Taking Stock team.
-

EXTENSION EXERCISE: Read the story of Fiona Ivison at the end of this section – making the point that although the Agony Aunt letter was a 'made up' scenario, it was based on real stories like Fiona's. Make the point that this can happen to ordinary young people - Fiona lived and attended school in Sheffield and had a loving and supportive family.

Have a discussion around this – particularly that Fiona's 'older boyfriend' is still at large even though her murderer served a prison sentence.

AGONY AUNT LETTER

“I’m really worried about my friend. She’s been going out with a man who’s 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, like missing school and staying away from home. I’m worried though. We used to be really close, but she doesn’t talk to me anymore. She’s really secretive and she only does what he wants her to. The worst time was when she went missing for two weeks and didn’t tell anyone where she’d been. That’s a bit odd, isn’t it? Do you think she’s in trouble? How can I get my friend back…or should I just back off?”

EXTENSION EXERCISE FOR AGONY AUNT SESSION

You may want to read the following to describe a real-life scenario that happened in Sheffield, and have a discussion about the issues it raises. How have things changed since Fiona was murdered?

Irene Ivison lived and worked in Sheffield. She founded the organisation CROP (Coalition for the Removal of Pimping) following the death of her daughter Fiona who was murdered in 1993 by a punter in a multi-storey car park in Doncaster when she was 17. She had been forced to work on the streets by her 'boyfriend', who became her pimp. She had been working as a prostitute for only a few weeks before her death.

Irene wrote 'Fiona's Story' which showed that Fiona was exploited from the age of 14. Her much older 'boyfriend' drew her into a grooming process that eventually led to her death. Police and Social Services could do nothing to prevent this, even though Irene reported that Fiona was having a sexual relationship with him and that he was introducing her to drugs and keeping her away from her family. Fiona was under the 'spell' of her 'boyfriend' and was powerless to help herself.

The man who murdered Fiona was caught and served a prison sentence, but the pimp (her so-called boyfriend), responsible for grooming and exploiting her through prostitution has never been charged with any offence.

Many of the young women who are referred to the Taking Stock Sexual Exploitation Project have similar stories to tell and 70% of women involved in adult prostitution were sexually exploited when younger.

As a result of Fiona's death and Irene's tireless campaign to protect her daughter, Sheffield Area Child Protection Committee (now the Sheffield Safeguarding Children Board) began to work with the indicators of risk, and it was a driving factor in the creation of the Sexual Exploitation Service in 1997.

Fiona's Story; Irene Ivison (1997). Virago. ISBN 1-86409-199-5

Also see the website accompanying the **'My Dangerous Loverboy' DVD** on ways in which young people can get involved and contribute to the site in order to promote safe and healthy relationships**. www.mydangerousloverboy.com**

Support and Advice Services

Sheffield Safeguarding Children Board
Sexual Exploitation Service
Floor 2
Redver's House
Union Street
Sheffield S1 2JQ
Tel: 0114 2736940

The Sheffield Safeguarding Children Board Sexual Exploitation Service is a **multi-agency partnership** made up of:

- **Children and Young People's Service Safeguarding team**
- **South Yorkshire Police**
- **Sheffield Futures:Taking Stock**

This multi-agency partnership has built upon the relationships forged between CYPS, police and other agencies since 1997. The relationships with other agencies have evolved from the recognition that only a multi-agency response can be effective in engaging with a group of young people who, for a whole host of reasons, are hard to reach.

Principles

The principles underpinning Sheffield SCB multi-agency response to the sexual exploitation of young people are:

- Sexual exploitation includes sexual, physical and emotional abuse, as well as, in some cases, neglect.
- Young people do not make informed choices to enter or remain in sexual exploitation, but do so from coercion, enticement, manipulation or desperation.
- Young people under 16 cannot consent to sexual activity: sexual activity with young people under the age of 13 is statutory rape.
- Sexually exploited young people should be treated as victims of abuse, not as offenders.
- Many sexually exploited young people have difficulty distinguishing between their own choices around sex and sexuality and the sexual activities they are coerced into. This potential confusion needs to be handled with care and sensitivity.
- The primary law enforcement effort must be made against the coercers and adults who sexually exploit young people. In some cases young people themselves may exploit other young people and in these cases law enforcement action may also be necessary.

The Sheffield sexual exploitation service uses child protection procedures to identify young people at risk of sexual exploitation. The Police and CYPS hold strategy meetings in accordance with Section 47 of the Children Act 1989, which cause enquiries to be made, whenever a child/young person is thought to be suffering significant harm. A child/young person is referred to CYPS or Police whenever there are concerns regarding sexual exploitation, as the child/young person will be suffering or likely to suffer significant harm.

Comprehensive details of the referral procedure and the sexual exploitation strategy meeting process are included in the **Sheffield Safeguarding Children Board Sexual Exploitation Service Referrers Manual** which is available free of charge from the above address.

TAKING STOCK

Star House
43 Division Street
Sheffield S1 4SL
Tel: 0114 2012800

Taking Stock is the youth work element of the Safeguarding Children Board Sexual Exploitation Service and is part of Sheffield Futures.

Taking Stock Provides:

• One to one support for young people up to the age of 19 who are at risk of or involved in sexual exploitation.

• Advice for professionals who have concerns about a young person.

• Friend or Foe? A Healthy Relationships and Sexual Exploitation resource pack, for use with young people in schools and other settings.

• Training for professionals who work with young people.

Referrals to Taking Stock

• Taking Stock works within the guidelines of the Sheffield Safeguarding Children Board and is part of a multi-agency response.

• Referrals are made by CYPD safeguarding team following a sexual exploitation strategy meeting. It is not possible for a young person to self refer.

• When a place becomes available, a meeting is arranged between the young person and the Taking Stock worker, also their lead worker if appropriate. They will be given information about Taking Stock to allow them to decide whether they would like to receive support from them.

• If a young person chooses to engage, a worker from Taking Stock will meet with them on a regular and flexible basis.

Aims of one to one support

• To provide a safe, supportive and encouraging environment for young people at risk of, or involved in, sexual exploitation to access as and when they need it.

• To give an opportunity to stop and look at what is going on in their lives.

• To enable them to focus on what they want, what they would like to change and to recognize what is preventing them from doing so.

• To inform the young people of their rights and the choices and opportunities open to them.

• To increase their self-esteem, self worth and develop their confidence.

• To inform young people of agencies that may be able to help them through changes in their life and support them to access these groups.
.
• To advocate on their behalf.
.
• To inform and empower them to have as much control over their lives as possible.

Out of city placements

• Sometimes it is necessary for CYPD to place a young person out of city for his/her own safety because all other options have been exhausted. If a positive relationship has been built with the young person, a Taking Stock worker will continue to visit and support them.

• If it is decided that a young person will not be returning to Sheffield following a period out of city, Taking Stock will phase out their support.

Closing a case/waiting list

• When a young person is referred to Taking Stock s/he will be allocated a Taking Stock worker. If Taking Stock's caseload is full s/he will be put on a waiting list.

• A case is closed when a young person is assessed as no longer being at risk of sexual exploitation.

• A case may be closed if a young person continually misses appointments and refuses to engage. NB. This will only happen after all avenues to achieve engagement have been fully explored.

• A young person can choose to end their involvement with Taking Stock at any time.

Advice and support for professionals

- Taking Stock workers are available to inform, advise and support professionals.
- If practitioners have concerns about sexual exploitation they can contact Taking Stock where someone will be available to visit or talk through their concerns over the phone. Following discussion, a decision will be made on whether it is appropriate to refer the young person to CYPD Safeguarding Service.
- Taking Stock will support the practitioner through the process.

Useful Agencies and Contacts (Sheffield Area)

South Yorkshire Police
Escafeld House
Child Abuse Investigation Unit
30b High Street
Ecclesfield
Sheffield S35 9UD
Tel: 0114 2570342

Centre for HIV & Sexual Health
22 Collegiate Crescent
Sheffield
S10 2BA
Tel: 0114 226 1900
Email: admin@chiv.nhs.uk
Website: www.sexualhealthsheffield.nhs.uk

CHIV works towards sexual health for all, including reducing unintended teenage pregnancies, prevention of HIV and other STI's, promotion of mutually satisfying relationships and the provision of sex education. They provide support for teachers, schools and youth workers as well as training for staff within statutory, voluntary and community-based organisations.

Central Health Clinic
1 Mulberry Street
Sheffield
S1 2PJ
Tel: 0114 271 6816

CHC offers free confidential advice on sexual health, sexuality, contraception and relationship choice. They also offer emergency contraception as well as free condoms for anyone 20 years old or under. No appointment needed.

Department of Genito-Urinary Clinic
Royal Hallamshire Hospital
Central Sheffield Hospitals NHS Trust
Glossop Road
Sheffield
S10 2JF
Tel: 0114 276 6928

Provides Information, advice, screening and free treatment for STI's and HIV Counselling/support, risk behaviour reduction education/counselling.

Sheffield Fruitbowl

Sheffield based support and information service for younger Lesbian, Gay and Bisexual (LGB) people under the age of 18. The Fruitbowl is somewhere young people who identify as LGB or who are questioning or exploring their emerging sexuality can go to for confidential advice and support.
www.lgbsheffield.co.uk

NSPCC - Sheffield Young Peoples Centre

35 George Street
Sheffield S1
Tel: 0114 228 9200
Email: sheffield@nspcc.org.uk
Website: www.nspcc.org.uk

NSPCC is a national charity running services for children, young people and their families throughout the UK. They provide counselling and therapy services for children and young people aged 9-18 years who have experienced abuse. They also provide a Children's Rights and Advocacy Service for 5-24 year olds.

SAFE@Last – South Yorkshire Runaways

Unit 1.08, Great House
Waterside Business Park
Rotherham Road
Dinnington
Tel: 01909 566977
Helpline: 0800 335 7233

S@L provides a MISPER (missing persons) scheme for young runaways who are reported missing to the police, and have subsequently returned home. The scheme enables young people to talk to an independent person about why they ran away and the support they need to prevent re-occurrence They have also opened a refuge, which provides a safe place for runaways who cannot return home, while alternative accommodation is arranged.

Sheffield Rape and Sexual Abuse Counselling Services

PO Box 34
Sheffield
South Yorkshire
S1 1UD
Tel: 0114 244 7936
Email: info@srasacs.org.uk

SRASACS offer a free and confidential counselling service to women and girls aged 13 or above, who have experienced sexual abuse at anytime in their life. They also offer assistance when making statements to the police and accompany women to Genito-Urinary Clinic. SRASACS only accept self-referrals.

SOVA – CAST & Befriending Project
Leaving Care Team
92-98 Queen Street
Sheffield
S1 1WU
Tel: 0114 293 0034
Email: sova@castandbefriending.fsnet.co.uk

The project aims to provide opportunities for young people, who are in care or are care leavers, to benefit by gaining in confidence and self esteem to help them access opportunities open to other young people.

SWWOP - Sheffield Working Women's Opportunities Project.
Waverley House
10 Joiner Street
Sheffield
S3 8GN
Tel: 0114 275 2040
Email: swwop@sheffield41.freeserve.co.uk
Website: www.swwop.org

SWWOP is a voluntary run project addressing the complex needs of women working as street sex workers in Sheffield. They provide evening street based outreach sessions addressing sexual health needs of women as well as covering a wide range of health and social welfare issues.

The Corner
91 Division Street
Sheffield
South Yorkshire
S1 4GE
Tel:0114 275 2051

The Corner is a drug and alcohol service for young people under 19. Provide advice, support and information for young people including open drop in sessions, one to one counselling, group work, basic sexual health advice and needle exchange. Offer training/education workshops for practitioners and young people. Referrals are accepted from any source.

Useful Agencies and Contacts (National)

The following websites contain information about national organisations, networks and resources relating to children and young people at risk of, or affected by, sexual exploitation and their parents or carers.

Barnardo's

Barnardo's is one of the leading providers of specialist sexual exploitation services to children and young people across the UK. Barnardo's' website is a rich source of resources and information relating to child sexual exploitation and trafficking
www.barnardos/org.uk

Childline

Provides a 24 hour telephone helpline for children and young people. Website features help and advice on bullying
www.childline.org.uk

The Children's Society

The Children's Society is one of the leading providers of specialist missing and sexual exploitation services to children and young people across the UK.
www.thechildrenssociety.org

Child Exploitation and Online Protection Centre (CEOP)

The Child Exploitation and Online Protection (CEOP) Centre is part of UK police, and is dedicated to protecting children from sexual abuse wherever they may be. In particular, they work to protect and safeguard children and young people's online experiences and reduce the risks associated with new technologies.
www.ceop.gov.uk

Child Trafficking Advice and Information Line (CTAIL)

The NSPCC National Child Trafficking Advice and Information Line (CTAIL) is a service for anyone with concerns about human trafficking. Offering advice and information; presentations and case consultancy to professionals; gather information and data to gain a wider understanding of the causes of and issues around trafficking and work in collaboration nationally and internationally to prevent abuse from trafficking for children and young people.
www.nspcc.org.uk/ctail

Coalition for the Removal of Pimping (CROP)

CROP is a national charity offering advice and support to parents and carers whose children have been targeted and groomed into sexual exploitation. They provide confidential and non-judgemental telephone advice, one to one support, self help groups, and parents support groups. Open referral system.
www.cropuk.org.uk

ECPAT UK

ECPAT UK stands for End Child Prostitution, Child Pornography and the Trafficking of Children for Sexual Purposes. ECPAT are a leading children's rights organisation campaigning against the commercial sexual exploitation of children in the UK and on its international aspects. Their website also contains links to a range of research published by ECPAT
www.ecpat.org.uk/

International Centre for the Study of Sexually Exploited and Trafficked Young People

The centre, based at the University of Bedfordshire aims to develop an international dialogue between academics, practitioners and policy makers about problems associated with the trafficking and sexual exploitation of children and young people.
www.beds.ac.uk/research/iasr/intcent

NSPCC Inform

Child protection resources for professionals working to safeguard children
www.nspcc.org.uk/Inform

NWG - National Working Group

UK wide network of practitioners, policy makers and researchers working with children and young people at risk of, or involved in, sexual exploitation. Website provides details of sexual exploitation projects throughout the UK
www.nationalworkinggroup.org

ThinkUknow

CEOP's Thinkuknow education programme provides information, advice and free resources for professionals, parents and young people aimed at ensuring children and young people stay safe online.
www.thinkuknow.co.uk

Sex Education Forum

The Sex Education Forum is the national authority on Sex and Relationships Education and represents a collaboration of 47 organisations.

www.ncb.org.uk/sef

The Railway Children

Railway Children was launched, to stop the abuse of children living alone and at risk on the streets, through early intervention.
www.railwaychidlren.org.uk

UK Human Trafficking Centre

The United Kingdom Human Trafficking Centre (UKHTC) is a multi-agency centre that provides a central point for the development of expertise and cooperation in relation to the trafficking of human beings.
www.ukhtc.org

The **'My Dangerous Loverboy' DVD** accompanying website: www.mydangerousloverboy.com encourages young people to contribute to the site by way of a variety of media in order to raise awareness of sexual exploitation and help promote safe and healthy relationships. It is updated regularly and includes excerpts from the DVD as well as news stories about grooming, internal trafficking and sexual exploitation.

FRIEND OR FOE EDUCATION PACK EVALUATION FORM
HOW GOOD WAS IT FOR YOU?

Which exercise have you just done?

……

What was good about it?

……

What was not so good?

……

How could it be improved?

……

What did you learn from doing this exercise?

……

……

Any other comments you would like to make?

……..

……..

Thank you for completing this form – your feedback is very helpful to us.

Notes

Notes

DP8538 . Sheffield Safeguarding Children Board

Revised copy 2011