



King George V Primary School

Child Sexual Exploitation (CSE) Policy

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Signed by:

Headteacher

Date: 28/09/2026

Lowri Reed

Chair of governors

Date: 28/09/2026

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Statement of intent

King George V Primary School strives to ensure the safety and wellbeing of all pupils at the school. In order to effectively achieve this, staff members at the school must safeguard and protect children against child sexual exploitation (CSE).

This policy outlines the school's procedures for preventing, identifying, responding, and reporting cases of CSE.

The responsibilities of staff members in relation to safeguarding and protecting children are outlined, including those in relation to the headteacher, DSL, and the governing board.

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

1. Legal framework

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

- Children Act 2004
- Children's Wellbeing and Schools Act 2026
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- Sexual Offences Act 2003
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- DfE 'Working Together to Safeguard Children'
- DfE 'Keeping children safe in education'
- DfE 'What to do if you're worried a child is being abused'
- DfE 'Information sharing'
- DfE 'Child sexual exploitation'
- UKCIS 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Children Missing Education Policy
- Child-on-child Abuse Policy
- Health and Safety Policy
- Data Protection Policy

- Pupil Equality, Equity, Diversity and Inclusion Policy
- Anti-bullying Policy
- Online Safety Policy
- Sharing of Nude or Semi-nude Images Policy
- Staff Code of Conduct
- Behaviour Policy
- Remote Education Policy

2. Defining CSE

CSE is defined as a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration, e.g. rape or penetration with an object, or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may also include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse, including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, e.g. through others sharing images or videos of them online.

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to sexual activity. CSE may be perpetrated by an individual or an organised network, and most sexual abuse is committed by someone known to the child. Some children may not recognise that they are being exploited and may believe they are in a genuine romantic relationship.

The school recognises that, as with child criminal exploitation (CCE), children who are sexually exploited may not always be recognised as victims and may be criminalised for actions they have been coerced into carrying out. Staff will remain alert to the signs of CSE and respond to all concerns in accordance with the Child Protection and Safeguarding Policy.

3. Roles and responsibilities

The governing board has a duty to:

- Ensure that the school complies with its safeguarding and child protection duties.

- Ensure that safeguarding policies, procedures and training relating to CSE are effective, regularly reviewed and compliant with statutory guidance.
- Ensure that the school has effective safeguarding arrangements in place to identify, prevent, and respond to CSE.
- Ensure that the DSL has the appropriate status, authority, time, funding, training, and resources to carry out their safeguarding responsibilities effectively.
- Ensure that all governors receive appropriate safeguarding and child protection training at induction and that this is regularly updated.

The headteacher has a duty to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
- Ensure that safeguarding policies and procedures are implemented consistently by all staff.
- Ensure staff receive appropriate safeguarding training, including on recognising and responding to CSE.
- Promote a whole-school culture in which safeguarding concerns, including concerns about CSE, are identified, reported, and acted upon promptly.

The DSL has a duty to:

- Keep up to date with national and local guidance relating to CSE.
- Act as the school's lead professional for safeguarding concerns relating to CSE.
- Ensure that all concerns relating to CSE are assessed and managed in accordance with the Child Protection and Safeguarding Policy.
- Make referrals to children's social care services (CSCS), the police, and other agencies where appropriate.
- Work closely with external agencies to safeguard children who may be at risk of or experiencing CSE.
- Ensure that staff receive appropriate safeguarding training in relation to CSE and understand local referral arrangements.

Other staff members have a responsibility to:

- Follow the procedures outlined in this policy, the Child Protection and Safeguarding Policy, and other policies relating to safeguarding and child protection.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Be alert to the signs and indicators of CSE and report any concerns immediately to the DSL or deputy DSL.
- Understand that children may not recognise that they are being exploited or disclose abuse directly.
- Read and understand at least 'Part one' of 'Keeping children safe in education' (KCSIE), and any additional safeguarding information appropriate to their role.

4. Staff training

All staff members will receive safeguarding and child protection training in line with the Child Protection and Safeguarding Policy. Training will include recognising, responding to, and reporting concerns relating to CSE.

The DSL will ensure that safeguarding training is regularly updated and reflects local safeguarding arrangements, emerging risks, and the context of the school. Where appropriate, sessions will also be provided to parents to raise awareness of CSE and support them in recognising and responding to concerns.

When planning training, the DSL will consider the local context and any emerging safeguarding risks to ensure staff are equipped to identify and respond effectively to CSE.

Training will include, but will not be limited to:

- The definition and indicators of CSE.
- How CSE can occur in person, online, or through the use of technology.
- The risk factors and vulnerabilities associated with CSE.
- The relationship between CSE and other forms of abuse and exploitation.
- The procedures for recognising, reporting, and responding to concerns.
- Information-sharing and multi-agency working.
- How to support children who may be at risk of, or experiencing, CSE.

- How to work effectively with parents.

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

- Child-centred.
- Responsive and proportionate.
- Informed by an understanding of the complexities of CSE.
- Focused on safeguarding and promoting the welfare of the child.
- Based on the understanding that children may not recognise or disclose that they are being exploited.

5. Indicators of CSE

Staff will recognise that any child can become a victim of child sexual exploitation. They will be aware that some children may be at increased risk due to their individual circumstances or vulnerabilities but will avoid making assumptions about who may be affected.

All staff will be alert to the signs and indicators of CSE and will use their professional curiosity and judgement to identify concerns and report them to the DSL.

Staff members will be aware that indicators of CSE may include, but are not limited to, situations where pupils:

- Appear with unexplained gifts, money, or new possessions – this could also indicate that a pupil has been approached by, or is involved with, individuals associated with CSE.
- Associate with other children involved in exploitation.
- Suffer from changes in their emotional wellbeing.
- Misuse alcohol and other substances.
- Go missing for periods of time or regularly come home late.
- Regularly miss school or do not participate in education.
- Have older boyfriends or girlfriends.
- Suffer from sexually transmitted infections.
- Display sexual behaviours beyond expected sexual development.

- Become pregnant.

Staff will recognise that children experiencing CSE may also be at risk of CCE, county lines activity, or other forms of exploitation, and will consider these risks when assessing safeguarding concerns.

6. Effects of CSE

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

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

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

- Physical wellbeing
- Mental health
- Education
- Employment prospects
- Family relationships
- Social relationships, as children and as adults
- Their relationship with their own children in the future

7. Making or sharing of nudes and semi-nudes

The school recognises that the making or sharing of nudes and semi-nudes involving children is a safeguarding issue that may be associated with CSE, CCE, grooming, coercion, or other forms of abuse. Staff will always respond to concerns in accordance with the Child Protection and Safeguarding Policy and the Sharing of Nude or Semi-nude Images Policy.

Where an adult is involved in creating, possessing, sharing, or requesting nudes or semi-nudes involving a child, this will be treated as child sexual abuse and managed in accordance with the Child Protection and Safeguarding Policy, including referral to the police and children's social care, where appropriate.

The school will recognise that offenders may use the making or sharing of nudes and semi-nudes as part of grooming, coercion, blackmail, sextortion, or other forms of CSE.

The risks associated with the making or sharing of nudes and semi-nudes, including AI-generated and AI-altered images, will be taught via the RHE and computing curriculum as part of the school's wider approach to safeguarding, online safety, and healthy relationships.

Pupils will be taught about the safeguarding and legal implications of making or sharing nudes and semi-nudes involving children. The school will ensure pupils understand healthy relationships, consent, privacy, and where to seek help if they are worried about themselves or another child.

Parents will be provided with information about the risks associated with the making or sharing of nudes and semi-nudes, including AI-generated and AI-altered images, and how they can support their children to stay safe online.

The school's Sharing of Nude or Semi-nude Images Policy outlines these issues in further detail.

8. Relationships and sex education

Pupils will be taught about CSE in line with the school's Primary Health and Relationships Policy.

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

The school will work in partnership with parents by providing information about the RHE curriculum and supporting them to continue discussions about healthy relationships, consent, online safety, and exploitation.

Pupils will be made aware of the dangers of CSE, along with how to spot the signs and symptoms of CSE, through the curriculum and the school's wider safeguarding education programme.

The DSL will work in conjunction with the RHE coordinator to ensure that age-appropriate lessons are devised.

Teaching will be delivered in a safe, inclusive, and informed manner, meaning staff will be mindful that some pupils may have experienced abuse or exploitation and will ensure that appropriate support is available. Sensitivity will also be given to the age and cultural background of pupils.

Teaching will be age-appropriate, evidence-based, and adapted to meet the needs of all pupils, including pupils with SEND, ensuring that all pupils receive accessible information that enables them to recognise abuse, understand healthy relationships, and know how to seek help.

9. Working with parents

The school will ensure that parents:

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

Parents will be made aware of how to raise safeguarding concerns with the school, including how to contact the DSL or a deputy DSL.

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

The school will consult parents on its Primary Relationships and Health Education Policy in accordance with statutory guidance and will provide information about how topics such as CSE are taught through the curriculum.

10. Reporting and referrals

If a member of staff has any concern about a child's welfare, or suspects that a pupil is at risk of, or has been the victim of CSE, they will act immediately by reporting the concern to the DSL or a deputy DSL in accordance with the Child Protection and Safeguarding Policy.

All staff will understand that data protection legislation does not prevent the sharing of information where this is necessary to safeguard and promote the welfare of children. Concerns about sharing information will not stand in the way of protecting a child from harm.

Where staff have concerns about CSE, or an allegation is made about another member of staff, this should also be reported to the headteacher. If there is a conflict of interest in reporting the matter to the headteacher, it should be reported directly to the LA designated officers (LADOs).

If a pupil is in immediate danger, a referral will be made to CSCS and/or the police immediately.

Where appropriate, the DSL will make referrals to CSCS, the police, and other relevant agencies, sharing information lawfully and working collaboratively to safeguard the child and promote their welfare.

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

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

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

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

Where CSCS decides that a statutory investigation is not appropriate and the school agrees with this decision, the school will consider the use of support before statutory intervention, including community-based Early Help, Family Help, specialist services, and pastoral support, where appropriate.

At all stages of the reporting and referral process, the pupil will be informed of the decisions made, the actions taken, and the reasons for doing so. The school will take account of the child's wishes and feelings, alongside its duty to safeguard and promote the welfare of children.

11. Providing support

Staff will develop trusted, professional relationships with children that promote safety, stability, and wellbeing, and encourage them to share their concerns.

The school will ensure that children know who they can speak to if they are worried or feel unsafe, and that they can access support from trusted members of staff.

The school will actively promote a culture in which children are listened to, taken seriously, and supported. Children's wishes and feelings will be considered when deciding how best to respond to safeguarding concerns, while recognising the school's duty to safeguard and promote their welfare.

Where appropriate, children who have experienced CSE will receive ongoing pastoral support from an identified member of staff and, where necessary, specialist support from external agencies.

Where appropriate, children will be supported to access appropriate health, counselling and therapeutic services. The school will work with parents, health professionals, and other agencies to ensure children receive the support they need.

12. Monitoring and review

This policy is reviewed annually by the DSL and the headteacher.

Any changes made to this policy by the headteacher and DSL will be communicated to all members of staff and parents.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

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

The next scheduled review date for this policy is September 2027.

Useful Contacts and Links

For pupils

CEOP

This national crime agency website can be used to make a report when a child is worried about online sexual abuse or the way someone has been communicating with them online. For more information, visit: <https://ceop.police.uk/safety-centre/>.

For parents

Parents Protect

A child sexual abuse awareness and prevention website created by the child protection charity Lucy Faithfull Foundation and Stop it Now! Campaign. This site provides information on CSE and where to get help, as well as a list of useful contacts. For more information, call 0808 1000 900 or visit: <https://www.parentsprotect.co.uk/home.htm>.

Safe and Sound Group

This organisation fighting CSE has created a parent support resource pack providing various sources of useful information regarding supporting a child who is a victim of CSE. For more information, call 01332 362 120 or visit: <http://safeandsoundgroup.org.uk/help-support/parentscarers/parent-support-pack/>.

For teachers

It's Not Okay

A CSE related website reinforcing the duty of school staff and the role that schools play in the protection of children and prevention of CSE. For more information, visit: <http://www.itsnotokay.co.uk>.

Childnet

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