

An evaluation of
preventative education
and the statutory
curriculum to inform the
Independent Inquiry into
Child Sexual Exploitation

September 2014



Providing Inspection Services for

Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure

CUSTOMER
SERVICE
EXCELLENCE



Quantitative terms

In this report, proportions may be described as percentages, common fractions and in more general quantitative terms. Where more general terms are used, they should be interpreted as follows:

Almost/nearly all	-	more than 90%
Most	-	75%-90%
A majority	-	50%-74%
A significant minority	-	30%-49%
A minority	-	10%-29%
Very few/a small number	-	less than 10%

Performance levels

The Education and Training Inspectorate (ETI) use the following performance levels in reports:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

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SECTION A: Introduction

1. Context

1.1 In September 2013 the Minister for Health and Social Services and Public Safety (DHSSPS) announced the commissioning of an independent expert-led inquiry into child sexual exploitation (CSE) in Northern Ireland. A chair to lead the Inquiry was appointed in November 2013. The Minister for Education agreed that the Education and Training Inspectorate (ETI) would join the Inquiry to assist in relation to evaluating the role of schools and the effectiveness of the statutory curriculum with respect to child sexual exploitation.

1.2 The independent inquiry is supported and facilitated by the Regulation and Quality Improvement Authority (RQIA), Criminal Justice Inspection Northern Ireland (CJI), and the ETI.

1.3 The overall terms of reference and objectives of the

independent expert-led inquiry are to:

- seek to establish the nature of CSE in Northern Ireland and a measure of the extent to which it occurs;
- examine the effectiveness of current cross-sectoral child safeguarding and protection arrangements and measures to prevent and tackle CSE;
- make recommendations on the future actions required to prevent and tackle CSE and who should be responsible for these actions; and
- report the findings of the Inquiry within one year of its commencement.

1.5 At the time the survey commenced, there was no widely accepted and commonly understood definition for CSE across the education sector. This survey adopts the definition



used by the independent inquiry board:

"CSE is defined as the sexual exploitation of children and young people under the age of 18 through exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (for example: food; accommodation; drugs; alcohol; cigarettes; affection; gifts; or money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition, for example they may be persuaded to post sexual images of themselves on the internet or to share them via mobile phones without immediate payment or gain."

The Include Youth Working Group, 2014 subsequently produced a useful shortened definition of CSE which was adopted from the CSE Knowledge Transfer Partnership NI:

"Child sexual exploitation is a form of sexual abuse in which a person(s) exploits, coerces and/or manipulates a child or young person into engaging in some form of sexual activity in return for something the child needs or desires."

This survey finds that there is a need for a clear, concise and shared definition of CSE. At the time of the survey, the Safeguarding Board for Northern Ireland (SBNI) were developing a definition for CSE to be adopted in Northern Ireland.

- 1.6 For the purposes of this Inquiry, children and/or young people are defined as those less than 18 years of age, and up to the age of 21 for those with a disability and those leaving care, as defined in the Commissioner for Children and Young People (Northern Ireland) Order 2003.

2. Aims and objectives of the ETI survey

- 2.1 The overall aims of the survey are, to evaluate how effectively:
- the Northern Ireland education sector implements child protection/ safeguarding and pastoral care arrangements to ensure that schools protect and support their learners; and
 - the statutory curriculum and preventative provision

in schools helps children develop personal resiliencies and coping strategies to keep themselves safe.

2.2 The objectives of the survey are to:

- identify how schools address key issues such as relationships and sexuality within the curriculum and through pastoral/counselling support;
- evaluate how schools support and intervene to assist individual pupils in times of crisis or need;
- identify the level and effectiveness of interdisciplinary collaborative working in place to support schools and individual pupils;
- provide an opportunity for staff in schools and further education colleges to identify resources/training and additional support which would help them to be more effective; and
- elicit the views of young people and parents/carers in

the schools visited through a confidential questionnaire.

- 2.3 The ETI survey focuses on the statutory personal development curriculum which requires schools to give specific attention to pupils': emotional wellbeing; health and safety; relationships; and the development of a moral thinking and value system. The curriculum also offers a medium to explore sensitive issues with children and young people, such as domestic violence and sexual abuse, in an age-appropriate way which helps them to develop appropriate protective behaviours. In recent years, the use of "keeping safe messages" and the term "preventative curriculum" have become more widely used to denote the proactive promotion of positive emotional health and wellbeing of pupils within and across the broader school community. This is achieved by: raising awareness of social, emotional, and health issues; developing the confidence, resiliencies and coping skills of pupils; and in offering early intervention when pupils are experiencing certain difficulties.

3. Methodology

- 3.1 In May 2014, a survey team of six ETI inspectors and eight Associate Assessors¹ visited a representative sample of 20 post-primary schools and four special schools. During the visits, the survey team: observed relevant lessons, held focus group meetings with year 10 and 11 pupils, scrutinised relevant documentation, reviewed the personal development curriculum, and interviewed key staff including: principals; senior staff; and child protection designated teachers in schools. The survey included an opportunity for parents of the year 10 and 11 pupils in the post primary schools visited to contribute their views on the quality of the personal development curriculum, through a confidential questionnaire issued prior to the visits. In the four special schools visited, focus group meetings were held with parents to elicit their views.
- 3.2 In June and July 2014, the ETI survey team met with a representative sample of key staff in cluster groups² from relevant organisations that have a key role in implementing or supporting child protection/ safeguarding arrangements in schools and other education and training organisations.
- 3.3 The purpose of the cluster group meetings was to:
- establish the current level of awareness of CSE across the education sector;
 - obtain evidence to gauge the extent of CSE locally;
 - understand the role the education sector has in promoting keeping safe messages through awareness raising with children and young people; and
 - identify recommendations for improvement from the sector to inform the independent Inquiry.

1 An Associate Assessor is a current practitioner in an education or training organisation or a support service such as the Curriculum Advisory and Support Service (CASS).

2 A full list of the organisations that participated in the cluster groups can be found in Appendix III.

SECTION B:

Executive Summary

4. Key findings

- 4.1 Policies that the Department of Education (DE) implemented in recent years, to protect and safeguard children are now well embedded across the education sector. All of the schools visited as part of the survey have appropriate safeguarding arrangements in place to provide pupils with opportunities to disclose any concerns about their safety. All of the pupils interviewed during the survey visits to schools reported that they feel safe and are comfortable talking to staff in their schools about any worries or concerns they may have.
- 4.2 Schools are well-placed to teach pupils how to develop healthy relationships, and to make informed choices in their lives so that they can protect themselves from sexual exploitation.
- 4.3 All of the schools visited have in place a personal development programme and, although there is variation in the quality of this provision, it is mostly good. The schools with the most effective provision are proactive in identifying local issues and promote a preventative curriculum to build the confidence, self-esteem, and personal resiliencies of children so that they can develop coping strategies and can make more positive choices in a range of situations. This contrasts with the less effective practice in schools which are more reactive to "single issues" such as CSE.
- 4.4 In a minority of schools, the pastoral care provision and personal development curriculum is outstanding. In these schools, leadership is particularly effective at all levels with governors and the senior leadership team strongly committed to developing positive relationships and a caring ethos across the whole school. The personal development curriculum and wellbeing of pupils has a high priority in the school development plan and keeping

safe messages are embedded throughout the school. The teachers delivering the programme are highly skilled in both pastoral care and personal development and there are effective links across the wider curriculum. These schools consult extensively with parents, pupils and community organisations and external providers are carefully selected and evaluated prior to delivering their programmes in the school.

- 4.5 The staff in almost all of the post-primary schools, and in all of the special schools visited, report that they require further training and better, more current and specific resources to build their capacity and confidence to deliver "Keeping Safe" messages to pupils, and in particular to those with learning disabilities. In most schools, the term "child sexual exploitation" is recognised by most of the teachers and some of the pupils, but it is not referred to explicitly or delivered as part of the personal development programme. Most of the primary principals reported that they require more guidance on the delivery of a sexuality education curriculum in key

stages 2 and 3 to ensure that the programme is appropriate to the age and stage of the children.

- 4.6 Almost all of the schools place a high priority on identifying and supporting pupils who are in crisis. The schools make extensive use of external support provided by a wide range of statutory agencies which is mainly of a high quality. A significant minority of schools, however, report inconsistencies in the quality of the responses and the effectiveness of communication provided by the Social Services' Gateway Teams across the Education and Library Board (ELB) areas. Many of these inconsistencies are reported by schools to be caused by: high levels of staff turnover in the Gateway Teams; a lack of shared understanding of the respective roles and responsibilities between education and social services staff; and no agreed procedures for schools to challenge the Gateway Teams' decision-making processes.
- 4.7 Almost all of the statutory support agencies have received

- initial training in CSE and are beginning to develop well their understanding of the risk factors and behaviour indicators. Most of these professionals would value the opportunity to engage in further training, with schools and agencies from other sectors, to identify clear protocols for dealing with any cases.
- 4.8 There are a wide range of external training providers³ used by schools which are unregulated, and most schools are not clear about the quality or appropriateness of the service(s) they provide. Schools report that most of these providers do use a range of relevant strategies that involve the pupils effectively in workshops, role-plays, and discussions. Teachers need to become familiar with the strategies used by external providers and ensure they are an integral part of the personal development programme, rather than a one-off event. The pupils state that they value personal development programmes and topics which are more interactive and where they
- 4.9 All of the schools and support services clearly articulated that CSE is only one of a large number of personal and social issues which children and young people face in life, and a balance must be maintained and consideration given to all risks including: mental health issues; drugs and alcohol; child abuse; and family breakdown. Almost all of the schools report that there are insufficient community based services to deal with the rising numbers of young people with mental health issues. In a significant minority of schools, there is a need to address more fully the issues that make children vulnerable to exploitation such as low confidence, low self esteem, and relationship or attachment⁴ issues in a more co-ordinated and systematic way, with appropriate training for staff in schools and input from external support agencies.

3 *Appendix VI lists the external support programmes and training providers identified during the survey.*

4 *Attachment issues include disorders of mood, behaviour, and social relationships arising from children failing to form normal attachments to primary care giving figures in early childhood, resulting in problematic social expectations and behaviours. This is often as a result of abuse, neglect or abrupt separation from a care giver early in life.*

- 4.10 All schools, staff and pupils, value highly the support provided by the independent counselling service for schools; however, a significant number of schools state that they have to supplement the funded counselling service with additional sessions from other providers from the school's budget.
- 4.11 There is recognition in most schools that all pupils are at risk of sexual exploitation through the use of communication technologies and they try to ensure that their pupils are taught about online risks and how to recognise unsafe contacts. There is, however, variation in the capacity of pupils to use technologies safely. In most of the schools visited, the staff are dealing with on-going incidences of the sharing of inappropriate images via the internet and sexting. Schools value the Police Service of Northern Ireland (PSNI) support in addressing these issues and, in particular, in raising the profile of the consequences and implications of these risky behaviours. In most of the schools visited, better links are required between the school safeguarding team and the Information and Communication Technology (ICT) department specialists to address e-Safety related issues in a more holistic and consistent way.
- 4.12 Most schools do not engage sufficiently or effectively with respect to developing a holistic preventative curriculum that involves the parents/carers of their pupils. The survey included a parental questionnaire⁵ and most responses indicate that parents would like more information on the content and strategies used to deliver the personal development and preventative curriculum in their child's school. In a significant minority of schools, parents report that some of the teachers delivering the programme are not sufficiently trained or confident to make an impact on the pupils, particularly in relation to the more sensitive issues around relationships and sexuality education.

⁵ *A copy of the parental questionnaire is provided in Appendix IV, and a summary of responses is provided in Appendix V.*

4.13 Almost all of the pupils value the personal development programme and while they report great variation in the quality, delivery and relevance of the programme across schools they all agreed on the importance of a comprehensive programme to address issues that affect their lives within and beyond school. In the majority of schools the pupils state that the personal development programme addresses well the core issues of drugs and alcohol and to some extent helps them to develop an awareness of how to keep themselves safe on the internet. However, they state that there is variation in the delivery of the relationships and sexuality education curriculum mainly due to the lack of skills and confidence of the teachers to deliver the programme.

4.14 Only a minority of the pupils in post-primary schools, and a small number in special schools have knowledge of CSE but some pupils do have some understanding of related issues such as human trafficking.

5. Recommendations for improvement

5.1 Further work is required to raise awareness in schools, and the wider community, of the risk factors, indicators and signs of CSE. The provision of multi-agency training to raise awareness of CSE across health, social services and education, including mandatory training for designated governors in schools, should help develop greater shared professional understanding of roles and responsibilities and more effective working practices to better meet the needs of children and young people. It is essential that all awareness-raising is based on a clear, agreed and shared definition of CSE.

5.2 The statutory personal development curriculum needs to specifically reference CSE, with a clear focus on progressively developing the confidence, self-esteem, resiliencies and personal coping strategies of all children and young people in schools.

- 5.3 While almost all of the schools have good quality personal development curriculum programmes that address risky behaviours, links to CSE need to be more explicit and the consequences of these behaviours need to be linked directly to their impact on future careers and life chances. Schools require further guidance and support from the DE to embed an effective whole-school preventative curriculum, which needs to be linked to a revision of the Relationships and Sexuality Education guidance for schools by the Council for the Curriculum, Examinations and Assessment (CCEA).
- 5.4 Most schools need to engage more effectively with parents/carers with regard to the wider preventative curriculum provision. They need to explore a range of innovative ways in which they can work more closely with parents and carers to ensure that there is a shared responsibility and understanding about keeping pupils safe. This work needs to include parents/carers where English is not their first language and those with other learning or literacy difficulties. At its most basic level, parents want more information on the content and strategies used to deliver the preventative curriculum programme.
- 5.5 Schools require additional, regularly updated training and resources to support them in educating pupils and parents on how to use social media and online resources responsibly, and how to keep their pupils safe. There is a need for the DE to provide clear, consistent guidance on recording, storing and handling child protection records including CSE related issues, as there is currently variation in practice across schools.

SECTION C:

Main Findings from the Visits to Schools

- 6. Leadership and management** developed with the involvement of pupils and parents.
- 6.1 Evidence from the survey visits to schools shows that an effective personal development curriculum in schools requires strong leadership and management. The senior leadership in the most effective schools has a strong focus on high quality, whole school pastoral care linked clearly to the school's caring and nurturing ethos. Every member of staff is committed to supporting and caring for learners. Pastoral care/safeguarding is a key element of school development planning, and is a standing agenda item at departmental and staff meetings. There is a strong correlation between high quality teaching and learning and effective pastoral care in schools. In the most effectively managed schools, roles and responsibilities are well-defined, designated teams⁶ are in place, staff are well-supported, and policies and procedures are clear, understood by all, and
- 6.2 The outstanding schools have consulted extensively on their personal development curriculum with parents, pupils, and community organisations to ensure it is current and relevant to local needs. The senior leadership team in these schools has developed a proactive, whole-school preventative curriculum which helps children and young people keep safe by developing their personal resiliencies, coping strategies and abilities to make informed and safer choices. In addition, where these schools use external agencies to deliver part of the overall preventative curriculum, they have evaluated the effectiveness of the support provided and this is informed by feedback from the children. The quality of the external providers' materials are evaluated by the school, before they are invited to deliver, to ensure that it meets the desired standard and the content is appropriate

6 The definition of a designated team can be found in Appendix 1

to the ethos of the school and the needs of the children. The most effective schools are open to sharing their resources and materials with others.

- 6.3 The principals, governors and staff in most of the schools demonstrate high levels of commitment to ensure that the safety and wellbeing of their pupils is paramount. In a significant minority of schools, the boards of governors and principals report that they are not sufficiently well trained or confident in managing what they consider to be high risk or sensitive areas such as CSE. In the schools where the provision is less effective, leadership and management is reactionary to serious incidents rather than having an embedded approach. While designated governors are encouraged to attend Child Protection Support Service for Schools (CPSSS) training designed to support them in their role, it is currently not mandatory for them to do so.
- 6.4 In a significant minority of schools, there is a need to address the issues that make pupils vulnerable to exploitation,

such as: low confidence, low self-esteem, and relationship or attachment issues, in a more co-ordinated and systematic way with appropriate training for staff and input from external support agencies.

- 6.5 There is variation in the record keeping methods used by schools to record child protection/safeguarding related issues. The DE currently provides guidance in a number of different documents and circulars and these are interpreted differently in each ELB. There is an urgent need for the DE to provide clear, consistent guidance on child protection/ safeguarding record-keeping, including for CSE related issues.

7. The preventative curriculum

- 7.1 The quality of the personal development provision, in the schools visited, ranges from satisfactory to outstanding, but is mostly good. All of the schools visited have appropriate child protection/safeguarding arrangements in place to provide children and young people with opportunities to

- disclose any concerns about their safety. Even in the lowest performing schools, there are many strengths in the personal development provision and in the support provided for children.
- 7.2 In the most effective schools, the personal development curriculum was only one part of a whole-school approach to keeping children and young people safe. There was a proactive preventative curriculum embedded throughout the life and work of the school which focused on helping pupils build the personal resiliencies and coping skills to make informed safer choices in a range of situations. The most effective schools have consistent keeping safe messages that are progressive, age appropriate, are continuously updated, and evaluated by teachers and the children. The best programmes are interactive and include opportunities for: role play; scenarios; and moral and ethical debates to build the pupils' personal, social and decision making skills, rather than having pupils rely too heavily on intervention strategies in response to an incident.
- 7.3 In a minority of schools, the personal development provision is dated and there is a lack of internal communication between staff. The teachers and staff in these schools are not sufficiently aware and informed of the signs and behaviours pupils may exhibit if they are being exploited or are engaging in risky behaviour. Teachers require further awareness-raising and training so that they can have more meaningful discussion with pupils in the classroom. While most schools are covering well established topics such as drugs and alcohol; they are catching up on new and emerging topics such as cyber-bullying. There is often a reactionary input to programmes in response to a one-off event.
- 7.4 In almost all of the schools the term "child sexual exploitation" is recognised by most of the teachers and some of the pupils, but it is not referred to explicitly in most of the schools' personal development programmes. In the most effective schools, keeping safe messages are integrated across the curriculum and referenced to key external documents.

7.5 In the schools visited, staff clearly articulate that CSE is only one of a wide range of personal and social issues which children and young people face in life. The school staff interviewed, clearly stated that a balance must be maintained and consideration given to all risks including: mental health issues; drugs and alcohol; child abuse; bereavement and family breakdown.

8. Interdisciplinary working and external support

8.1 All of the schools value highly the external specialist support provided by the Independent Counselling Service for Schools (ICSS). For a significant minority of schools, the current allocation of time is not sufficient to support the number of pupils requiring help and they are purchasing additional counselling services from other providers.

8.2 All of the schools visited report that they appreciate the support and guidance provided by the CPSSS. The CPSSS provide school staff with high quality child protection/safeguarding

training for a number of key designated roles including designated teachers; deputy designated teachers; principals and governors. The training includes CSE and is regularly refreshed to include new and emerging issues. The CPSSS also provide ongoing advice and guidance to schools and are a first point of contact for support when issues arise.

8.3 The schools stated that responses from the Social Services' Gateway Teams vary according to location and staff. Almost all of the schools report that they do not receive a consistent service in relation to referrals, actions and feedback on decisions. For example, when a referral is made to Social Services, the thresholds for action and the level of support provided to the school or organisation is variable. In particular, there is no uniformity or transparency in the way in which decisions are taken, or as to whether the referral is accepted or not. In many cases, principals do not know if Social Services are working with a family or not, and often they are not informed as to how a decision was reached.

- In situations where principals remain concerned about individual children, there are no agreed consistent procedures across the ELBs for challenging these decision-making processes.
- 8.4 Almost all of the schools seek out and make use of a wide range of external agencies⁷ to address a range of pupils' risky behaviours. Many of these agencies involve the pupils effectively in workshops, role-plays, and discussion. Teachers need to become familiar with the strategies used so that they can ensure they are integrated into the personal development programme, rather than simply being a one-off event. Most of the external support agencies used by schools are unregulated and schools are not always clear about the quality of the service they provide. Principals would value a centralised database or register which would provide them with greater confidence as they make their selections.
- 9. Training and resources**
- 9.1 The staff, in almost all of the schools visited, report that they require further training and better, more up-to-date, and specific resources to deliver keeping safe messages. In particular, there is a need for a stronger focus on how to make children and young people aware of how to use social media safely and responsibly. All resources need to be age appropriate and address the local context of pupils.
- 9.2 Special schools report a need for additional support to find more innovative ways to engage with parents. For example, to make parents more aware of CSE and the related risks of using social media and in particular, online gaming inappropriately. Most of the resources available currently are not appropriate for use with pupils with special needs without considerable refinements. The resources provided by external agencies such as CCEA need to be written in a way which provides a suitable context for special schools.

⁷ See Appendix VI for a list of external agencies and programmes identified during the survey.

- 9.3 There is a need for a higher profile and greater awareness of the role and responsibilities of the Safeguarding Board for Northern Ireland (SBNI) in schools to provide guidance and a framework for their work.
- 10.3 delivered by those with firsthand experience of the issues.
- 10. The views of pupils in the post-primary and special schools visited**
- 10.1 In all of the post-primary schools visited, the pupils stated that they felt safe in school and were aware of key staff in school that they would feel comfortable to speak to if they had any worries or concerns. The pupils valued the work of the school counsellor. Those pupils who have used the service state how beneficial it is and how much they appreciate the support from the counsellor.
- 10.2 Most post-primary pupils value the input from external agencies with particular expertise to enrich the personal development programme. In particular, the pupils value the PSNI programme, "Chat, Share, Think!", which they feel is an up-to-date, relevant programme,
- 10.3 The post-primary pupils value their learning in personal development lessons and see its relevance to their current and future lives. While pupils report great variation in the quality, delivery and relevance of the programme across schools, they all agreed on the importance of having a comprehensive programme to address issues that affect their lives, within and beyond school. In the majority of schools, the pupils state that the preventative curriculum addressed well the core issues of drugs and alcohol and, to some extent, helps them to develop an awareness of how to keep safe on the internet. However, they state that there is variation in the delivery of relationships and sexuality education because of the capacity and lack of confidence of some of the teachers to deliver the programme.
- 10.4 The majority of post-primary pupils state that CSE is a topic that is not explicitly discussed, although aspects such as human

- trafficking and sexting are addressed.
- 10.5 There is significant variation in the capacity of the pupils in special schools to understand the CSE issues. However, some of them have a good level of understanding and know how to use social media safely. Not all of the pupils in special schools use the internet and social media at home and there is variation in the safeguards that the pupils have in place to protect the information they place in social media sites. A small number of pupils have good safeguards in place to protect their information when using social media and state that the teacher in school has discussed the issues and shown them how to secure their information online.
- 10.6 A minority of the special school pupils attend youth centres in the evenings while the majority stay at home and play games online with friends; some of the games have inappropriate sexual or violent content. Others only socialise with immediate or extended members of their family. Some of these pupils state that they have insufficient education regarding relationships and sexuality or how to keep themselves safe in social situations.
- 11. Summary of responses from the confidential parental questionnaires**
- 11.1 A total of 3931 questionnaires⁸ were issued to parents and carers of Year 10 and 11 pupils in the post-primary schools visited. Of those, 570 (15%) were returned and 91 of those (16%) had written comments.
- 11.2 Of the parents who responded to the questionnaire, 60% felt that their child's school did a good job in helping them and their child be more aware of the risks involved with technologies. However, 40% of parents were not aware of the content of the school's personal development programme, and 83% had not been consulted on the design, delivery or content of the programme. Most of the parents who responded

⁸ A copy of the parental questionnaire is provided in Appendix IV, and a summary of responses is provided in Appendix V.

(78%), had no prior knowledge of CSE. Most of these parents (76%), said that they would like more information on the school's approach to personal development and the strategies used to help keep children safe.

knowledge of issues regarding CSE and in particular, how to keep the children safe when using social media or the internet.

12. The views of parents in the special schools:

- 12.1 Parents interviewed were very protective of their children and expressed their concerns regarding the vulnerability of the young people in special schools, particularly in social situations where parents felt they could easily be exploited. A minority of the parents feel their children do not have the capacity to protect themselves and feel that they remain vulnerable. This is despite their best efforts, and those of the school, to inform their children about keeping themselves safe.
- 12.2 All of the parents spoken to state that they have built up very good working relationships with staff in the special schools and feel comfortable to talk to them, or to raise concerns and seek support. All parents agree that there is a lack of

- 12.3 A minority of parents have attended external training in relation to aspects of CSE, organised by the school, along with their children. The topics covered in these sessions include relationships and sexuality, and the use of social media, and they are highly valued by parents for the support they provide. Parents state that they would like to know more about community support services and agencies.

- 12.4 Most parents raised the issue of isolation for the children and young people who, because of the location of the school, do not continue the friendships with their peers outside of school in the usual manner. A significant number of the parents state that their children do not leave the family home. Instead they play games online with school friends and parents feel they are safe in this respect. When pressed to discuss the nature and content of the online

- games; parents disclosed that they are often designed for people of 18 years and older. Most parents seem unaware of the violent or explicit content of some of the games, or how their children could be vulnerable when playing online games.
- 12.5 Most parents are aware of some of the content of the school's personal development programme as their child has discussed issues with them. They state that they would welcome better communication and consultation regarding the content of the personal development programme. Most schools have requested the consent of the parents to include their children in aspects of the personal development programme.
- 12.6 Most parents state that they are keen to attend school events in the evenings but find it difficult to make appropriate child-minding arrangements. While all of the parents spoken to wish to keep their children safe, they also are aware of the need to approach issues with sensitivity so that they do not to
- alarm or distress their children unnecessarily.
- 12.7 A small number of parents with children who cannot verbally communicate state that, due to their vulnerability, they would never leave them with anyone outside the family circle.

SECTION D:

Main Findings from the Cluster Group Meetings

- 13. Current levels of awareness of child sexual exploitation across the education sector**
- 13.1 The level of awareness of CSE among educational professionals represented at the cluster group meetings varies considerably from minimal to very high. Levels of awareness are particularly high across the statutory educational support services and in teacher education. They are significantly lower for teachers, staff and leaders in schools and other education and training providers, and among staff working in the voluntary and community sector.
- 13.2 Primary principals state that most teachers in their school have only a basic awareness of CSE and, in particular, they have limited understanding of the dangers associated with the use of social media. While most primary schools do have a range of preventative programmes in place to teach children about keeping themselves safe, most of the expertise and responsibility rests with the school's designated team for child protection⁹. Principals report that the implementation of the preventative curriculum within their school has to compete with other priorities and pressures on time. Principals state that the training provided for the designated and deputy designated teachers for child protection in their school by the employing authorities is of a high quality and equips them well to deal with most issues that arise. They identify a need for further update training with a greater focus on CSE awareness. The principals highlight, as a priority, training on the risks associated with the

⁹ *In a school a designated team consists of a designated teacher, one or more deputy designated teachers, and a designated governor. In the best practice, a member of staff from each unit within the school is also included in the team, for example, special, nursery or nurture units. See the glossary of terms in Appendix I for an explanation of the roles and responsibilities of the designated team.*

- use of social media by children within and beyond school, and enhanced training for school governors to provide them with a greater awareness of CSE.
- 13.3 The CPSSS staff in attendance state that all of their staff, across the ELBs have a high level of awareness and understanding of CSE. All of the CPSSS who attended have received training from the Barnardo's Safer Choices programme.
- 13.4 Education Welfare Service (EWS) staff, indicate that they have an in-depth understanding of issues relating to CSE and the reasons why children are vulnerable to exploitation. All of the EWS staff represented at the cluster group have some experience of working with children who had been sexually exploited. They are aware of the consequences and impact of CSE on individual children, young people and their siblings and the particular vulnerabilities of: looked after children; those with learning disabilities; those with backgrounds of domestic violence or alcohol or substance abuse; and the young people in Education Other Than At School (EOTAS) settings. They report that the sexual exploitation of looked after children can involve other school friends who are not in the care system and consequently, other children are also placed at risk. The EWS staff list the most prevalent factors that make children vulnerable to CSE as: low self-esteem; abusive experiences; peer influence; and little or no family support. The EWS representatives report that teachers and professionals often only see the negative behaviours of the young people without recognising that the behaviour is a consequence of a more serious problem.
- 13.5 The Educational Psychology Service report that they have some awareness of CSE but have had only general child protection training. While they have had no specific training on CSE this has been identified as a training need. A group they identified as being at particular risk is girls transitioning from primary to post-primary, due to their lack of self esteem, early sexualisation and "desire to be one of the group". They refer to good practice in some schools that includes: senior

management giving a high importance to helping children and young people develop personal resiliencies; and investing in a parent room to engage positively with parents to make them feel important and valued.

13.6 The providers of the DE-funded independent counselling services in schools state that there is a high level of awareness of CSE among their staff. For example; all staff have received specific training and are aware of the indicators. They report that groups at particular risk include: looked after children; young people with learning disabilities; children under peer pressure to belong; children who feel powerless "I don't feel that I have a choice to say no"; and children engaging in inappropriate image taking and sharing.

13.7 The two local teacher training universities report that the lecturers delivering teacher education programmes have high levels of awareness of child protection and CSE. They state that CSE is not a new phenomenon and has been a

feature in the lives of some young people going back many years. Both of the universities represented have a safeguarding team, with designated and deputy designated staff members, but recognise that more work needs to be done internally. For example, all of the staff in the universities need to have child protection/safeguarding training and awareness raising, not just the designated team. This is important as the academic staff will be the initial point of contact for all student teachers.

13.8 All of the EOTAS staff represented at the cluster group meetings have an awareness of the issues around CSE and the vulnerabilities of the children and young people with whom they work. Many of the children have been excluded from school and often have low self-esteem and suffer from other problems such as alcohol and drug abuse, and/or social, emotional, gender or behavioural issues. The EOTAS staff are aware that a high number of the young people who attend their centres have been victims of sexual exploitation and have been traumatised as a result.

- They are conscious of the significant risks and issues in managing these young people and keeping them and their peers safe. Parental support is sometimes very limited and children may live in residential care or foster homes. The early sexualisation of children was raised as a concern and the limited ability of some of those children to make decisions beyond their cognisance. The EOTAS staff expressed particular concerns regarding the use or misuse of social media and the unrestricted access that young people often have to inappropriate internet websites.
- 13.9 The Statutory Youth Service staff representing the five ELBs at the cluster group meeting have some awareness of CSE. They feel there is a need for clarity in defining and understanding CSE across youth organisations. They also point out that the youth sector as a whole is a much bigger, more complex provision and that around 75% – 80% of youth provision is in the voluntary sector and outside the scope of this survey.
- 13.10 Student services managers from the further education colleges report high levels of awareness of CSE among their staff. They identify some very good support programmes including the PSNI "Chat, Share, Think!" training piloted in the North Eastern Education and Library Board area, and the Barnardo's Safer Choices training.
- 13.11 The community and voluntary sector was represented by five leaders of projects working with young people not in education, employment or training (NEETS), and a leader from an organisation working with young people with learning disabilities. They state that the level of awareness and experience of CSE among the group ranges from very high to limited, but was mostly limited. For example, two of the five NEETS project leaders have received specific training in CSE and were highly aware of the risk factors and indicators of CSE. One of the other leaders, following the group discussion on CSE, identified some concerning behaviours and indicators from a small number of their clients and will immediately be seeking training

for the staff team. The two other leaders of projects state that they have little knowledge of CSE.

14. Evidence from the cluster groups of the extent of child sexual exploitation locally

14.1 The evidence from the cluster group meetings highlights the difficulty in attempting to put a precise figure on the number of children at risk of CSE, or who have been sexually exploited. Representatives from EOTAS, the EWS, the CPSSS and further education colleges are able to identify clearly that some of the young children with whom they work have been victims of sexual exploitation. However, the lack of a clear definition for CSE means that many of the other professionals who met with the ETI are still developing their understanding of CSE and its signs and symptoms. A further problem is that currently there is no agreed format for recording incidents of CSE across the education sector. The nature of CSE means that much of it remains hidden as many adults find it a difficult topic to discuss and it is often linked

to many other related issues. While CSE is not regarded as a new problem, it is considered by educational professionals to be a growing one, with new and emerging technologies playing a key role in enabling the perpetrators of CSE to make contact with their victims more easily with little fear of identification.

14.2 The view of the CPSSS staff is that CSE is not a new phenomenon, previously it was referred to as organised abuse. They feel that it is important that a balance is kept between this, and the more widespread problems of physical abuse and neglect which affect many more children. The CPSSS currently receive only a very small numbers of calls from staff in schools raising concerns about CSE. Referrals in the first instance tend to be about sexual abuse with CSE generally identified at a later stage. The CPSSS have evidence to show that there is an increase in the number of children suffering from self-harm, mental health, and neglect issues. They have strong concerns about the misuse of social media and have evidence that indicates sexting

is on the increase and starts at a very young age with examples of children in primary schools sharing inappropriate images. The CPSSS staff expressed concerns at the increasingly complex roles being undertaken by designated staff in schools without the opportunity for professional support, in line with the clinical supervision provided to social workers and counselling staff.

14.3 The EWS has considerable experience of dealing with cases of CSE and they find that young people are vulnerable regardless of class, ethnic culture or gender. The EWS staff, through their work, often have direct involvement with alleged victims and perpetrators, or deal with cases where there are suspicions of CSE. They are very concerned about those children who believe they are in a loving relationship but are actually with a perpetrator. They also highlighted the fact that CSE can be family-based, as children and adults become desensitised to sexual behaviours through ease of access to pornography on the internet or other media.

14.4 The Educational Psychology Service feel there is a need for a balanced view with respect to CSE. Their evidence shows an increase in the numbers of children and young people with more complex mental health issues. They would like to see the Child and Adolescent Mental Health Service (CAMHS) based in schools, rather than in clinics in the community, as they feel this would be more effective and efficient. The service are concerned that Social Service thresholds for referrals are often much higher than those of schools.

14.5 The DE Independent Counselling Service for Schools (ICSS) co-ordinator has highlighted CSE as a growing issue over the last two years. The service providers have worked with a small number of young people where one of the issues emerging has been CSE.

14.6 The teacher education providers report growing concern about the misuse of social media. For example, pupils from schools harassing student teachers online, and a small number of student teachers

themselves using social media inappropriately. The universities are seeing an increase in the number of children in primary schools with smart phones, tablet computers, and other communication devices who have little understanding of the risks they are taking online. The devices are generally provided by their parents who also have limited knowledge of e-Safety.

14.7 The EOTAS representatives state that, while the vulnerabilities of looked after children are well understood, they can often influence other children to become involved in behaviours which also make them vulnerable to CSE. The young people often do not believe they are in inappropriate relationships and have a poor understanding of loving relationships.

14.8 Representatives from the further education sector report that many staff working with vulnerable young people do not fully recognise the potential risks of CSE. They identify a number of significant issues across the sector that include: 16 year old girls involved with

men in their 20s; cyber-bullying; internet and social media misuse; peer pressure among the student population; and the taking and sharing of inappropriate images. One of the further education colleges plans to focus on internet safety in 2014/15, and particularly the possible consequences of the misuse of social media. Within the further education sector there are particular concerns in relation to key student groups including: students with learning difficulties; looked after children; young homeless people; young single parents; young carers; and young people with criminal backgrounds. They also highlight the related issue of the growing number of young people with mental health issues, and an increase in those with challenging behaviours.

14.9 The youth providers report that overall child protection referrals to social services are low and currently there is no mention of CSE. They state that where referrals are made to Social Services, responses are variable and patchy. The youth representatives' experience is that CSE can be hard to prove, often there is no concrete

evidence, just suspicions, and this is compounded by the fact that young people do not recognise that they are being exploited. They state that the most vulnerable groups are young people: not in school and unknown to Social Services; who receive home tuition; who have a poor attendance record at school but have not yet reached the threshold for action; and young people frequently suspended or expelled from school. A recent internal audit on child protection across the youth service found that a majority of referrals made by youth workers concern neglect, followed by sexual abuse. The youth representatives state that there is currently no specific coding to track CSE within their systems.

15. The cluster groups' views on the role of the education sector in keeping children safe from child sexual exploitation

15.1 Primary principals state that they have to carefully balance the implementation of the preventative curriculum with the concerns raised by parents in relation to schools unnecessarily frightening their children.

Teachers feel well supported by the CPSSS staff but report a lack of consistency in the advice provided by Social Services. For example, when a referral is made to Social Services there is a lack of consistency in approach, thresholds for action, and in the support provided to the school or organisation. In particular, there appears to be no consistency or transparency in the way in which decisions are made about the referral, nor is there feedback on why it has been accepted or rejected. In many cases primary principals do not know if Social Services are working with a family or not. In situations where the principal remains concerned about individual children, there are no agreed consistent procedures across the ELBs to challenge the decision-making processes. The principals recognise the need to make all parents aware of the issues around CSE, and although some have provided awareness courses for parents in the evening, they report that it is difficult to engage many parents.

15.2 The CPSSS representatives raise concerns about cuts in services; and report that there are now

fewer staff with less time to reflect on issues and therefore there is an increased risk of developing more reactionary approaches to support. In their view, cuts in Social Services result in longer response times, the raising of thresholds, and variation in responses. This is often due to high staff turnover and frequent changes in staff. They report that there is increasing pressure on the training provided by the CPSSS for schools, for example, they have to cover more topics within the same period of training.

15.3 The Educational Psychology Service view is that early intervention is very important and key to this is support during the early years of a child's development. They identified the Incredible Years parenting programme as being particularly effective in supporting young children by providing the building blocks to help them make safer choices. They also feel that the attachment training provided by the challenging behaviour team in learning support centres in some ELB areas is very positive. They see many more children and young people

with relationship or attachment issues and in need of nurture support. The service identified the most vulnerable children to include; looked after children and those referred to EOTAS, often due to the instability of their home background; and children with severe learning difficulties due to their inability to communicate. Their opinion is that it is crucial to keep as many children as possible in mainstream schools. The Educational Psychology Service report that schools are more effective at dealing themselves with lower level issues, so that referrals to the service tend to be more complex social, emotional and behavioural issues. They emphasised the need to develop the confidence of children to say no to an adult and to develop self-protection strategies. The service also raised concerns about the short-term funding of a significant number of initiatives, with no real opportunity for embedding the work.

15.4 The teacher education universities provide a focus on supporting new teachers on a personal level, and in developing their understanding of the

personal, social and emotional needs of children and young people in the education sector. Both universities represented, place importance on developing initial teachers' knowledge and understanding of child protection and related issues such as cyber-bullying and online grooming. They both report that despite the time constraints and pressures on their courses, student teachers are well prepared for working in the education sector with regard to recognising and understanding a range of personal, social and emotional issues. They are aware of the need to focus on how teachers need to help children and young people develop their personal resiliencies and coping strategies through the personal development aspects of the curriculum. They report that developing this understanding has to start early in the course. Both universities place appropriately high levels of importance on the aspect of self-care for the student teacher in looking after themselves,

maintaining their own wellbeing and work/life balance.

- 15.5 The youth representatives state that there are rigorous child protection policies and procedures in place within statutory youth settings.
- 15.6 The further education colleges report that Area Learning Communities¹⁰ have improved working relationships and the sharing of information with post-primary and special schools. The colleges cite many examples of good practice, for example, sexual health clinics and a review of recruitment processes/protocols for adult students to help identify sexual offenders. However, the student services staff from the colleges state that they are under resourced and that pastoral support is not seen as a high priority for funding. They also report that a minority of lecturing staff do not accept their responsibility to provide pastoral support for children and young people.

10 Area Learning Communities (ALCs) allows schools and other educational settings in a local area to plan, individually and collectively, for delivery on an area basis in a way that promotes collaboration and the sharing of resources.

- 16. Recommendations for improvement from the cluster groups**
- 16.1 The primary principals expressed the need for counselling support in the primary sector to help children in need, or those who are potentially vulnerable. They also identified the need for a consistent approach to tackling CSE across all agencies with clear, logical, shared protocols. This needs to be linked to joint multi-agency training to increase the understanding of barriers and issues faced by others, and to develop a common language to build better working relationships and greater co-operation. They expressed the need for clearer guidance on the delivery of sexuality education at key stage 2 and key stage 3, in addition to the need to educate the community in relation to CSE related issues, such as recognising possible signs and symptoms.
- 16.2 Schools use a range of external agencies to support them in delivering the preventative curriculum and they would welcome a central resource system of quality approved agencies and/or programmes that they could access to source appropriate specialist support.
- 16.3 The CPSSS highlight the need for multi-disciplinary/ multi-agency training on CSE to include designated staff from schools. The CPSSS expressed their concerns about the increasingly stressful role being undertaken by designated staff in schools who often deal with traumatic situations without appropriate professional support and opportunities to debrief. They see the need for more consistent approaches to e-Safety across the education sector to include training for parents by quality assured providers and consistent use of key keeping safe messages across the phases of education. Other recommendations include the need for a stronger focus on preventative education in the primary sector provision and for a counsellor in every primary school
- 16.4 The EWS see a need for greater awareness raising with young people on the possible consequences of posting inappropriate images on the

internet and for a proportionate response to reflect the seriousness of the offence. While they recognise this is a serious problem, they are concerned about the possible consequences of being overly harsh. For example, the use of the Sex Offenders Register may not always be the most appropriate response and may have long term implications for a young person's career and travel plans.

16.5 The Educational Psychology Service also highlight the need for multi-agency training and awareness raising in relation to CSE to develop a shared understanding, language, and collaborative working practices across professional groups. The representatives expressed the need for better working relationships with staff in children's homes and more effective sharing of information and communication. They see a need for more effective multi-agency support for the young people to enable them to recognise and leave inappropriate relationships and sexually exploitative situations. They would like to see the further development of the nurture and relationship/

attachment training provided by learning support centres as a form of early intervention. They state that teachers need additional training to deliver relationships and sexuality education more effectively and to recognise when sexualised behaviours are not appropriate to the age and stage of the development of the child or young person.

16.6 The ICSS providers are concerned about: the lack of clarity in the definition of CSE; the limited awareness teachers have of signs and symptoms of CSE; the lack of recognition by many young people of behaviours which are exploitative; and the use of the Sex Offenders Register as a "blunt instrument" which is not always appropriate for young people. They report the need for the development of a more accurate understanding of the behaviours, development and culture of children and young people across the various professional groupings. This includes a greater understanding of how children develop sexually; normal patterns versus abnormal patterns of sexual development. The providers also have concerns

about working with children and young people with special needs and in particular those with no or limited language. They think there is a need for better protocols for working with parents. They also see a need for earlier interventions and counselling provision in the primary sector. They state that there is no easy solution but see a need for: enhanced teacher training; structured supervision for designated teachers in schools; enhanced training for health professionals; wrap around, joined up services for children and young people; and enhanced training for classroom assistants. They state that children and parents often talk openly to classroom assistants who often do not pass the information on to the school designated team. They report a need for shared professional understanding and standards and for a focus on helping children and young people to use communication technologies and social media responsibly from an early age by developing parents' understanding of the risks.

16.7 The teacher education universities see a need to

develop further the early professional and continuing professional development structure and provision for young teachers after they leave initial teacher training.

16.8 The EOTAS representatives report a need for greater multi-agency support for parents to learn and develop better parenting skills at an early stage, and for quality substitute parenting. More effective partnership working between EOTAS staff and professional agencies with sharing of appropriate information could develop better support for the young people and a greater appreciation of the issues and barriers faced by all professionals. The early identification of children and young people with issues and early referral to EOTAS would provide greater opportunities for individual support programmes and discussions to take place before the young people become involved in inappropriate relationships or CSE.

16.9 The further education colleges' representatives state that colleges are large and complex organisations and are often used

as part of the rehabilitation programmes for juvenile sexual offenders. They claim that managing risk can be problematic and that Social Services can be less than helpful in disclosing information. For example, responses are described as "patchy, inconsistent and variable" in relation to transferring of information, and in the transfer of supervision arrangements. The colleges would value improved protocols, systems and procedures to work more effectively with Social Services. For example, a looked after child's social worker should accompany them to college, meet their learning support officer together and assist in the transition. The colleges report an increasing need to carry out risk assessments where students pose a risk to other learners. All four colleges represented will continue to focus on staff training and awareness raising on a range of issues, including CSE, but also bullying/ cyber-bullying and classroom management. The colleges would value highly opportunities for joint professional training with staff from other agencies and post-primary schools in

relation to risks associated with delivering the Entitlement Framework¹¹.

- 16.10 The youth service highlights the need for more training and greater awareness for staff at all levels, including training for the high numbers of youth work volunteers. They see the need for: a clearer strategic direction across all ELBs and sectors with an action plan and more effective joined-up working; a better defined referrals processes and CSE procedures; more youth service resources which are current and relevant to young people; a consistent programme of e-Safety for all; and a more proactive approach to engaging with young people. The representatives are of the opinion that the role of the youth worker in schools was very effective in the past, but has declined due to financial constraints and that a review of the role should be considered.
- 16.11 The community and voluntary sector are of a view that further CSE awareness-raising and training is necessary and would be invaluable to their work.

¹¹ *The Entitlement Framework is the post 14 curriculum which puts the needs of pupils first. It aims to provide access for pupils to a broad and balanced curriculum to enable them to reach their full potential no matter which school they attend or where they live.*

SECTION E: Conclusion

17. Conclusion

17.1 Most of the schools visited during this survey effectively implement a range of child protection/safeguarding and pastoral care arrangements to protect and support their pupils. All of the schools deliver personal development programmes which vary in quality but are mostly good and are valued by parents and pupils. In the best practice, a minority of schools already effectively deliver a personal development programme that is proactive, preventative, strategically led, builds on the school's ethos, and is implemented well across the whole school. In most of the other schools, the preventative curriculum could be enhanced through the provision of additional guidance and support. In all of the schools visited, designated staff are dealing with increasingly complex safeguarding issues with little or no professional support or opportunity to debrief.

17.2 All of the external support agencies represented at the cluster group meetings have some initial awareness of CSE but would value the opportunity to undertake further multi-agency training with schools to develop greater shared professional understanding, clearer protocols and more effective working practice to better meet the needs of children and young people.

17.3 It is difficult to gauge the full extent of CSE due to a number of factors including: a lack of a shared and agreed definition of the term; the limited awareness among those who work within the education sector; children and young people not recognising that they are being exploited or being reluctant to make a disclosure for a variety of reasons; and sensitivities around the topic area within schools and at home. The view of educational professionals is that it is a growing problem, closely linked to other related

- issues, and that communication technology increases the risk.
- 17.4 It is clear that specific groups of children and young people are particularly vulnerable including: looked after children; those in EOTAS or with learning difficulties and/or disabilities. However, this needs to be balanced by the fact that CSE is only one of a wide range of issues facing children and young people in our schools and the number of children and young people identified as victims of CSE is relatively small.
- 17.5 There is a need for parents to be involved more in developing the personal development curriculum in schools and for them to be supported so that they can help keep their children safe outside of school hours. To assist with this, and to further improve the development, quality and relevance of the preventative curriculum, there is a need for further guidance and support from DE and for a review of the guidance materials which underpin the statutory personal development curriculum, in addition to the review of the guidance materials underpinning the Relationships and Sexuality Education, currently being undertaken by CCEA. Consideration needs to be given to the development of a coherent, progressive and preventative, personal development curriculum from primary into post-primary.
- 17.6 Overall, there is a need for a coherent, strategic and sustained approach across health, social services and education to ensure that the wide range of government initiatives being implemented are focused clearly on meeting well the needs of children and young people. Consideration needs to be given to developing a preventative curriculum framework which recognises the imperative of early intervention and is appropriate to the age and stage of development of children and young people.

Appendix I

Glossary Of The Terms Used In This Report

Attachment issues	Attachment issues include disorders of mood, behaviour, and social relationships arising from children failing to form normal attachments to primary care giving figures in early childhood, resulting in problematic social expectations and behaviours. This is often as a result of abuse, neglect or abrupt separation from a care giver early in life.
Child and Adolescent Mental Health Service (CAMHS)	Community based specialised mental health services for children and adolescents with moderate to severe mental health issues.
Child sexual exploitation (CSE)	CSE is defined as the sexual exploitation of children and young people under the age of 18 through exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (for example: food; accommodation; drugs; alcohol; cigarettes; affection; gifts; or money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition, for example they may be persuaded to post sexual images of themselves on the internet or to share them via mobile phones without immediate payment or gain.
Cluster groups meetings	Focus group meetings organised by ETI with professionals who have a similar job role and remit in working with children and young people.

Child Protection Register	A confidential list of children in each Health and Social Care Trust area who are believed to be in need of protection. Children are usually placed on the register following a case conference where a group of professionals decide that they are at risk of significant harm. This decision will be based on assessments and reports that are gathered over a period of time. The cases are then reviewed at regular intervals to check that the child or children still need to be on the register.
Child Protection Support Services for Schools (CPSSS)	The CPSSS is based within the Education Welfare Service. There are two designated officers for child protection in each ELB area who provide support and guidance to schools. The service in each ELB is managed by the Chief Education Welfare Officer.
Designated governor	The Board of Governors, as a matter of good practice, should delegate lead responsibility for safeguarding and child protection to a specific member of the governing body. This designated governor, after appropriate training from the ELB's CPSSS, will be able to advise the governors on issues such as: the role of designated teachers; the content of child protection policies; and the content of a code of conduct for adults within the school.
Designated Team	In the best interests of the children and to support the designated teachers, the school is encouraged to establish a designated safeguarding team with responsibility for developing a whole-school approach to safeguarding, developing the preventative curriculum, and with overall responsibility for child protection. The designated teacher reports to the principal and the designated governor.

Designated Teacher (DT)	Each school is required to have a designated teacher with responsibility for child protection. The designated teacher has to: be available to discuss the child protection concerns of any member of staff; take responsibility for record keeping of all child protection concerns; make referral to Social Services or PSNI Care Units; liaise with the ELB designated officers for child protection; keep the school principal informed; take lead responsibility for the development of the school's child protection policy; promote a child protection ethos in the school; and provide written reports to the Board of Governors at least annually regarding child protection.
Deputy Designated Teacher (DDT)	Each school is required to have a deputy designated teacher(s) with responsibility for child protection, who support and deputise for the designated teacher when necessary.
Educational Psychology Service	The educational psychology services assist the ELBs in carrying out their responsibility for the delivery of provision to meet the needs of pupils with learning and other special educational needs.
Education Welfare Service (EWS)	The EWS is a specialist education support service which promotes the participation of children and young people in beneficial education. Every school will have a link Education Welfare Officer (EWO) who meets with the school personnel on a regular basis to address the attendance of individual pupils.
Employing Authority	Employing Authorities include the Catholic Council for Maintained Schools, the ELBs and the Boards of Governors for voluntary grammar schools.

Education Other Than At School (EOTAS)	EOTAS is the provision, often in non-school locations, of education and training for young people of compulsory school age who have, for a variety of reasons, ceased, or partially ceased, to attend school.
e-Safety	e-Safety is short for electronic safety. It highlights the responsibility of the school, staff, governors and parents to mitigate risk through reasonable planning and actions. e-Safety covers not only internet technologies but also electronic communications via mobile phones, games consoles and wireless technology.
Independent Counselling Service for schools (ICSS)	All pupils of post-primary age in grant-aided schools have access to counselling which is independent of the school. This access is facilitated by the Independent Counselling Service for Schools (ICSS). This service is funded by the Department of Education and delivered by counselling providers contracted following a public tendering process. Schools are grouped into areas and each school is allocated an agreed number of counselling sessions per week based on pupil numbers.
Keeping safe messages	The aspect of the preventative education curriculum aimed at teaching "keeping safe" messages in order to build the capacity of pupils to develop their personal resiliencies and coping strategies in order to make more informed choices and keep themselves safe.
Personal development curriculum (PD)	The Northern Ireland Curriculum incorporates a personal development strand. This provides the opportunity for specific attention to be given to a pupil's emotional wellbeing, health and safety, relationships and the development of a moral thinking and value system. The strand also offers a vehicle for exploring with children and young people sensitive issues such as domestic violence and sexual abuse and appropriate protective behaviours in an age appropriate way.

An evaluation of preventative education and the statutory curriculum to inform the Independent Inquiry into Child Sexual Exploitation

Preventative Curriculum	To promote the positive emotional health and wellbeing of pupils and the broader school community by raising awareness of social, emotional, and health issues, developing the confidence and coping skills of pupils and in offering early intervention when pupils are experiencing certain difficulties.
Safeguarding Board for Northern Ireland (SBNI)	The SBNI was established in 2012 following the publication of the Safeguarding Board Act (2011). The SBNI has replaced the Regional Child Protection Committee with an extended role to include the wider area of safeguarding as well as statutory child protection. The SBNI is made up of key partner organisations from the statutory, community and voluntary sectors.
Sexting	The exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet. Sexting is illegal and by sending an explicit image a young person is producing and distributing child abuse images and risks being prosecuted, even if the picture is taken and shared with their permission. It is an offence to take and/or share indecent images of a child aged under 18 years.
Teacher Education	The development of the professional competences required to be an effective teacher which may be grouped into the following categories: Initial Teacher Training; Early and then Continuous Professional Development.
Understanding the Needs of Children in Northern Ireland (UNOCINI)	The UNOCINI assessment framework for children in Northern Ireland is used to make referrals to Social Services. Using the UNOCINI referral form will ensure that children being referred come with the wealth of information that has already been collected by professionals working with them, therefore children and their families will not need to go through the same questions with different professionals.

Schools visited during the survey

Education and Library Board	Post-Primary School	Status
SEELB	Friends	Voluntary Grammar
SEELB	Malone College	Integrated
SELB	Lurgan College	Grammar
SELB	St Patrick's College, Dungannon	Maintained
SELB	St Catherine's College	Voluntary Grammar
SELB	Newry High School	Controlled
NEELB	St Killian's College	Maintained
NEELB	Ballycastle High School	Controlled
NEELB	Carrickfergus College	Controlled
NEELB	Coleraine High School	Grammar
NEELB	Monkstown Community School	Controlled
NEELB	Slemish Integrated	Integrated
BELB	Corpus Christi	Maintained
BELB	Ashfield Girls	Controlled
BELB	Boys Model	Controlled
BELB	Ashfield Boys	Controlled
WELB	Castleberg High School	Controlled
WELB	Strabane Academy	Controlled Grammar
WELB	St Fanchea's	Maintained
WELB	St Joseph's, Enniskillen	Maintained

Education and Library Board	Special School
SEELB	Longstone Special School
BELB	Park School
WELB	Rossmar Special School
BELB	St Gerards

Appendix III

Groups represented at meetings with ETI during the survey

Primary school principals;

The Child Protection Support Service for Schools;

The Education Welfare Service;

The Educational Psychology Service;

The Independent Counselling Service for Schools;

The teacher training colleges;

Alternative Education Provision;

The Further Education Colleges, Student Services Managers
Group; and

The Community and Voluntary sector.

PARENTAL QUESTIONNAIRE

Background

The personal development programme focuses on encouraging each child to become personally, emotionally and socially effective, to lead healthy, safe and fulfilled lives and to become confident, independent and responsible citizens, making informed and responsible choices and decisions throughout their lives. An important aspect of this work is to help children and young people to develop the knowledge, awareness and skills to keep themselves safe.

Instructions

This questionnaire is confidential and will not be read by anyone connected with your school. All of the analysis is carried out by the Education and Training Inspectorate; only overall findings will be shared with your school and no individual can be identified in the results.

Please circle your response and do not write your name on any page.

If you have any additional comments or suggestions, please include them in the text box at the end of the questionnaire.

An evaluation of preventative education and the statutory curriculum to inform the Independent Inquiry into Child Sexual Exploitation

1.	Are you aware of the content of the personal development programme in your child's school?
	Yes <input type="checkbox"/> No <input type="checkbox"/>
2.	Have you been consulted on the design or content of the personal development programme?
	Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know <input type="checkbox"/>
3.	Have you been asked for your consent for your child to take part in the personal development programme?
	Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know <input type="checkbox"/>
4.	Are there clear "keeping safe" messages which help your child develop the knowledge, awareness and skills to protect him or herself?
	Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know <input type="checkbox"/>
5.	Are you aware of key areas covered in the personal development programme such as child abuse, drugs and alcohol, sexual relationships, keeping safe on the internet, child sexual exploitation ¹² ?
	Yes <input type="checkbox"/> No <input type="checkbox"/>
6.	In your view does the personal development programme help your child to identify inappropriate behaviours?
	Yes <input type="checkbox"/> No <input type="checkbox"/>
7.	Have you heard any messages about Child Sexual Exploitation from your school?
	Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know <input type="checkbox"/> Don't want to answer <input type="checkbox"/>
8.	Do you feel adequately equipped to identify the signs of Child Sexual Exploitation?
	Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know <input type="checkbox"/> Don't want to answer <input type="checkbox"/>

12 Child sexual exploitation is, to a great extent, a hidden problem. However, campaigners are working hard to raise awareness of this form of child abuse. Further information, advice and support can be found at <http://www.nspcc.org.uk>, <http://www.nwgnetwork.org>, and <http://www.safeguardingni.org>.

9.	Do you feel adequately equipped to help keep your child safe from Child Sexual Exploitation?
	Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know <input type="checkbox"/> Don't want to answer <input type="checkbox"/>
10.	Does the school help you and your child to become more aware of the risks presented by technologies such as the internet, social networks and mobile phones?
	Yes <input type="checkbox"/> No <input type="checkbox"/>
11.	Would you like to know more about the school's approach to personal development and strategies to keep children safe?
	Yes <input type="checkbox"/> No <input type="checkbox"/>
12.	Would you like to be more directly involved in the delivery of the school's personal development programme?
	Yes <input type="checkbox"/> No <input type="checkbox"/>

Comments or suggestions

Appendix V

Summary of responses to the questionnaires from parents and carers

There were 3931 questionnaires issued to parents and carers as part of the survey in post primary schools, 570 (15%) were returned and 91 (16% of those returned) had written comments.

Of the parents who responded to the questionnaire:

- 40% of parents/carers stated that they were not aware of the content of their child's personal development programme;
- 83% of parents/carers stated that they had not been consulted on the design or content of the personal development programme;
- 40% of parents/carers had not been asked for their consent for their child to take part in the personal development programme;
- 10% of parents said that there were no clear keeping safe messages in their child's personal development programme and a further 27% said that they did not know;
- 78% of parents/carers did not have any prior knowledge of child sexual exploitation;
- 21% of parents/carers said that they did not feel equipped to identify the signs of child sexual exploitation and a further 20% said that they did not know;
- 76% of parent/carers said that they would like more information on the school's approach to personal development and strategies to help keep children safe;

- 60% of parents/carers stated that the school did a good job in helping them and their child be more aware of the risks involved with technologies, social media and mobile phones.

Written comments from parents:

Positive feedback:

- "The excellent pastoral care programme in the school permits a sensitive and well balanced approach across this very important area. In addition to the well structured curriculum approach, the girls are well aware of who to go to/the procedure to follow if they feel threatened in any way."
- "The School have a very good policy on computer use in school. They also worked with the PSNI to deliver a very good and engaging internet/Selfie safety message to the girls and invited the parents in for an information evening so that we could benefit from the opportunity to be involved in our children's safety awareness."
- "I attended the chat/share/think parent information evening which was the most informative presentation I have ever heard. I think every parent in NI should hear it! I really got my eyes opened that evening. It was so good I rang my sons Grammar School the next morning to make sure that they knew about it."

Lack of information:

- "Know nothing about this or what the school does."
- "Parents should be made more aware of this programme by the school."
- "The school should give parents more information."
- "My son has mentioned a few topics covered in school, such as drug and sexual orientation but I am unaware of the full range of topics covered. I

would like more information re risks from the internet and mobiles and I would like to know more about the schools approach to these issues."

Whole school approaches:

- "My child has little understanding of 'child sexual exploitation'. The school personal development programme needs to be focused more strongly on developing good/appropriate relationships, building self esteem and self confidence and strategies for keeping safe. The information to parents and input from parents is underdeveloped. Any personal development is taught through LLW and too little time is given to this area or form class discussions."
- Personal Development Programmes are great but how the child is spoken to and dealt with in the classroom can deflate this good work. In one instance, negative comments towards a child/children certainly effects their personal development and I know from my child this has happened. Children in a class being told that a primary school child can and does read more than them certainly does nothing for personal development - this was directed at the class."
- "It would be great if this programme were implemented as more than a box ticking exercise. Receipt of information and audit of same does not equate to effective implementation. Signing off on an exercise does not indicate that the exercise was performed with the originating intention."
- "My daughter says this lesson is frequently changed to a revision session (on other subjects). The male teacher appears embarrassed by some topics and the girls don't respect him. My daughter tells me she "knows it all already" (*she doesn't) so doesn't listen. I think dedicated teachers would be better able to get the necessary messages across."
- "The personal development programme is a great idea but should be monitored better by the school, with teachers who are interested in the programme."

Suggestions for improvement:

- "A yearly plan of proposed subject matters and visitors would be useful."
- "Maybe a Parents Awareness leaflet 'Keeping Safe' with key points and contact name/umber in school if they have any concerns etc."
- "It would have helped if the Department of Education produced a booklet for parents/teenagers outlining in plain language the dangers of drugs, including the link to paramilitaries and the funding of people trafficking, not just the dangers of taking drugs. Likewise the dangers of Facebook and cyber bullying. The fact that pictures or comments made could be unlawful or perhaps come back to haunt people when applying for a job or promotion at a later date. The booklet could contain help lines, and advice, also hard hitting thought provoking real life examples of consequences of life choices. Rather like hard hitting road traffic ads on TV."

Appendix VI

Support organisations/programmes identified by schools

A21	A non-profit organisation which aims to prevent human trafficking through raising awareness and education.
ADAPT NI	A non-profit voluntary organisation committed to improving disabled access and inclusion for all.
Aware, Defeat, depression	A charity organisation who work exclusively with and support individuals in Northern Ireland affected by depression.
Barnardo's NI, All star programme	A school-based programme addressing the possible consequences of high-risk behaviours associated with youth substance misuse, violence and premature sexual activity.
The Child Exploitation Online Protection Service (CEOP) "Think you know programme"	A UK wide organisation which provides guidance on internet safety and the safe use of new technologies.
Health and Social Care Trust	Health Education, Information and Services for young people to enable them to make informed choices about their sexual and reproductive health and well-being.
HYPE	The HYPE team work within the Belfast Health and Social Care Trust to provide young people with information, knowledge and skills to make informed choices about their sexual and reproductive health and wellbeing by increasing their access to health education, information services.

Love for Life NI	An independent charity who deliver courses for young people in relationships and sex education.
New life counselling	A professional counselling service who support people to achieve their personal potential through professional counselling and therapeutic services.
NEXUS NI	A voluntary organisation who provide counselling and support to survivors of sexual abuse, and victims of sexual violence.
Northern Ireland Anti-Bullying Forum (NIABF)	The NIABF brings together 25 statutory and voluntary sector organisation who provide support to schools and other organisations in the development of effective anti-bullying policy and practice.
National Society for the Prevention of Cruelty to Children (NSPCC)	The NSPCC provide age appropriate support to schools to help keep children safe. For example, the "Talk Pants - Underwear rule programme"
MENCAP	A charity organisation that works with and supports people with a learning disability and their families.
Prevention of Suicide and Self-harm (PIPS)	A charity which provides specialised support and training in suicide prevention, resilience, mental health, alcohol, and drugs.
Police Service of Northern Ireland (PSNI) CHAT SHARE THINK!	A PSNI programme delivered in schools aimed at helping young people understand the risks associated with growing up and forming relationships in a digital age.
The Rainbow Project	A non-profit organisation which aims to improve the physical, mental, and emotional health of gay, lesbian, bisexual and/or transgender people and their families.

An evaluation of preventative education and the statutory curriculum to inform the Independent Inquiry into Child Sexual Exploitation

REACH Project (Lurgan)	A Cross-community project which aims to teach young people how to address community relations issues and engage in the process of peace building.
Solomon Theatre Company	A performing arts group which targets specific year groups in post-primary schools and delivers high impact theatre performances in relation to crime, community safety and the promotion of healthy schools and healthy lifestyles.
Women's Aid	A charity organisation which supports women and children experiencing domestic abuse and violence in their homes.



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