

**Child Sexual Exploitation Self-Assessment**

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| **Agency:**  |
| **Service covered by this assessment:**  |
| **This assessment was completed by:**  |
| **Position:**  |
| **Email:** |
| **Signed:**  |
| **Date:**  |

|  |
| --- |
| **WSCB representative name :**  |
| **Email:** |
| **Position:**  |
| **Signed:** **This audit must be signed off by a senior manager** |
| **Date**  |

For **queries** on completion please contact wscp@worcestershire.gov.uk

**Child Sexual Exploitation Self-Assessment**

**Introduction**

Local Safeguarding Children Boards have the responsibility for the on-going monitoring of suspected child sexual exploitation (CSE) and to ensure the effectiveness of multi-agency working. The CSE strategic group of WSCB has asked the Quality Assurance Group (QAG) to request that all partner agencies undertake a self-assessment of their commitment to safeguarding and promoting the welfare of children at risk of CSE. This is repeat of the audit undertaken in 2016 and updates to all actions identified in the 2016 self-assessment are requested.

CSE is child abuse. It can take many forms. The official definition is: `*Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology'[[1]](#footnote-1)*

Working Together (2015:70) states that LSCB's should conduct regular assessments on the effectiveness of Board partners' responses to child sexual exploitation and report on the outcome of these assessments. The self-assessment tool is intended to enable partner agencies to undertake a reflective evaluation of where they are meeting expected standards, and where they need to improve. The audit tool includes those key areas that each agency should strive to meet.

Appendix 1 provides guidance. Please refer to this before completing this self-assessment.

**Update on previous action plan (if appropriate)**

Please identify any actions from your most recent audit and provide an update:

|  |  |  |
| --- | --- | --- |
| **Standard** | **Action**  | **Update - 2018** |
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**Please complete the audit below in full**

**In the `comments' section please highlight any changes in the self-assessment grading from the previous audit Standard 1: Senior managers demonstrate a positive commitment to safeguarding and promoting the welfare of children at risk of or experiencing CSE**

|  |  |  |
| --- | --- | --- |
|  | **Grading****(see guidance notes)** | **Comment/information** |
| 1. Is there a designated lead with overall responsibility for CSE throughout the organisation?
 |  |  |
| 1. Are staff aware of who the designated lead is?
 |  |  |
| 1. Does the designated lead have a job description which clearly defines their role in relation to CSE?
 |  |  |
| 1. Does the designated lead receive training and support in relation to this part of their role?
 |  |  |
| 1. Are systems in place to ensure the agency monitors and quality assures implementation and compliance in regards to CSE?
 |  |  |
| 1. When commissioning a service from another organisation, are there robust mechanisms in place to ensure compliance with requirements regarding safeguarding and promoting the welfare of children at risk of CSE?
 |  |  |
| **Overall grading (see guidance notes):**  |  |
| **Provide information on any threats or risks to compliance in this area in the future.**  |
|  | **Action to be taken (if you have graded inadequate or requires improvement)** | **Responsibility** |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |

**Standard 2: The organisation's responsibilities towards children at risk of CSE and the procedures to be followed are communicated clearly to all staff**

|  |  |  |
| --- | --- | --- |
|  | **Grading** | **Comment/information** |
| 1. Do you have CSE policies and procedures that are reviewed regularly?
 |  |  |
| 1. Are practitioners aware of the CSE [Pathway](http://www.worcestershire.gov.uk/downloads/file/7103/wscb_multi-agency_child_sexual_exploitation_pathway) and the process for making a referral if they have concerns?
 |  |  |
| 1. Do your staff recognise that those at risk of, or experiencing CSE, suffer significant harm and should not be regarded as displaying bad or criminal behaviour?
 |  |  |
| 1. Are your staff aware of the risk factors, including local factors, for child sexual exploitation?
 |  |  |
| 1. Do your staff understand how to record information for evidential purposes?
 |  |  |
| 1. Do practitioners routinely use the [CSE Identification Tool](http://www.worcestershire.gov.uk/downloads/file/7102/child_sexual_exploitation_%E2%80%93_identification_tool) to identify vulnerable young people with whom they are working, particularly those who have been victims of abuse and/or witnessed domestic abuse?
 |  |  |
| 1. For those CYP who have been identified as being at risk or victims of CSE does your organisation support the risk management planning process?
 |  |  |
| 1. Does your organisation have a flagging system in place which identifies on the database young people at risk of, or experiencing, CSE?
 |  |  |
| 1. Do your staff routinely consider the risk of CSE when children and young people go missing?
 |  |  |
| 1. Are professionals, the public and children made aware of how to make complaints, escalate a professional disagreement, or ‘whistle blow’ when responsibilities are not met?
 |  |  |
| **Overall grading:**  |
| **Provide information on any threats or risks to compliance in this area in the future.** |
|  | **Actions to be taken (if you have graded this section Inadequate or requires improvement)** | **Responsibility** | **Timescale**  |
| **1** |  |  |  |
| **2** |  |  |  |

**Standard 3: All staff have the necessary skills and knowledge, and access to professional supervision, required to enable them to identify and safeguard children and young people at risk from CSE**

|  |  |  |
| --- | --- | --- |
|  | **Grading**  | **Comment/further information** |
| 1. Do you have a mandatory induction in place for all staff that covers the signs of CSE and how to respond to any concerns?
 |  |  |
| 1. Are the appropriate staff required to undertake additional [training (single and/or multi-agency)](http://www.worcestershire.gov.uk/downloads/file/6607/child_sexual_exploitation_training_strategy) for practitioners working with children who may be at risk of CSE, that is appropriate to their role?
 |  |  |
| 1. Can your organisation evidence induction and CSE training undertaken by staff?
 |  |  |
| 1. Do your staff have access to management/supervision support in respect of CSE as required?
 |  |  |
| 1. How is the organisation assured that practitioners have the requisite skills and knowledge to safeguard children and young people from CSE?
 |  |  |
| 1. Do commissioners of services for children, young people and families make CSE training and the embedding of the risk indicators (Identification Tool) a requirement within contracting processes?
 |  |  |
| **Overall Grading:** |  |
| **Provide information on any threats or risks to compliance in this area in the future:** |
|  | **Actions to be taken (if you have graded this section Inadequate or requires improvement)** | **Responsibility**  | **Timescale** |
| **1** |  |  |  |
| **2** |  |  |  |

**Standard 4: Information sharing within the agency and with other agencies is effective**

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| --- | --- | --- |
|  | **Grading**  | **Comment/further information** |
| 1. Do you have in place agency specific guidance on information sharing in relation to CSE that is in accordance with government guidance at both strategic and operational levels?
 |  |  |
| 1. Is the guidance made available to existing and new staff as part of induction/ on-going training?
 |  |  |
| 1. Can you be assured that all staff who come into contact with children at risk of CSE understand the purpose of information sharing in order to safeguard and promote children’s welfare?
 |  |  |
| **Overall Grading:** |  |
| **Provide information on any threats or risks to compliance in this area in the future:** |
|  | **Actions to be taken (if you have graded this section Inadequate or requires improvement)** | **Responsibility**  | **Timescale** |
| **1** |  |  |  |
| **2** |  |  |  |
| **3** |  |  |  |

Appendix 1: CSE self-assessment guidance notes

Insert LSCB logo

**Who does this self-assessment apply to?**

Compliance is a requirement for key organisations/commissioned services involved with children and young people, including:

* Local Authorities
* The Police
* NHS Bodies (including CCG’s, NHS England, NHS trusts and NHS Foundation Trusts)
* Youth Offending Teams

**How to complete the self-assessment tool**

1. If an agency decides that a particular strand within the assessment tool is not applicable the agency must clearly set out **why** the standard is not relevant.
2. The self-assessment is in respect of services to all children and young people from 0 – 18 years old, and all aspects of service delivery from early interventions to statutory child protection procedures.
3. Answers to the questions asked and the analysis of the impact on outcomes for children must be based on accessible evidence. The WSCB may ask for you to provide this evidence at a later date, but does NOT require agencies to submit documentation alongside this audit.
4. If you have graded an area ‘inadequate’ or ‘requires improvement’, please provide a recommendation to ensure compliance in the future. We will be asking you to provide information on progress.
5. Please complete the action plan update on page 3 which refers to the audit undertaken in 2016.

**Gradings**

The grades/ratings we are asking you to add are those that are proposed by OFSTED in the arrangements for the review of Local Safeguarding Children Boards

* **outstanding**
* **good**
* **requires improvement (or that standard is partially met)**
* **inadequate**

Outstanding should be used when the service significantly exceeds minimum requirements in a particular area.

Good when the service exceeds minimum requirements in any given area.

Requires Improvement should be used when the service only meets minimum requirements and needs to improve in the area.

Inadequate when the service does not meet minimum requirements in the area in question.

1. Department for Education: **Child sexual exploitation, Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation, February 2017** [↑](#footnote-ref-1)