

Bwise2 Sexual Exploitation

England and Wales edition



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Bwise2 Sexual Exploitation

A preventative education pack for use with
12 to 17-year-olds in pupil referral units,
residential units and schools

England and Wales edition

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Case study – Sophia

This case study is based on the experiences of a real young person.

Scene one

Sophia is 14 years old. She lives with her mother and her mother's boyfriend Linton. They have two children together: Sean, who is two, and Emma, who is seven months old. Sophia doesn't get on at all with Linton and they often argue. She feels like her mum always takes Linton's side, which really upsets her. Sophia used to be very close to her mum, but since Linton's been around she feels like she can't trust her anymore. Sophia's mum seems to spend all her time with Linton, Sean and Emma. Sophia feels she is in the way.

Sophia finds it hard to fit in at school. She is shy and doesn't think she is as pretty as the other girls. Sophia feels like she has to work hard to impress people, so they'll accept her. Sophia wishes boys fancied her like they do the other girls.

Jake, who lives round the corner near the shops, often speaks to Sophia and is nice to her. He is 22 years old and good looking. Jake has a nice car and sometimes gives Sophia a lift, which really impresses the girls at school. Sophia finds Jake easy to talk to and feels he understands her when she tells him what's going on at home. Jake tells Sophia she can listen to some of his music online on his profile and that he'd love to get her singing on some of his tracks. Jake invites Sophia to a club he is playing at and offers to put her name on the guest list.

- 1. Does Sophia go to the club with Jake? Why?**
- 2. What are the possible risks?**

Appendix I Case study – Sophia

Scene two

Sophia is surprised that her mum says she can go clubbing with Jake. Her mum has seen Jake around the shops and thinks he looks OK and that he'll keep an eye on Sophia. The night goes well and Sophia loves being the centre of Jake's attention. She is thrilled because he's asked her to be his girlfriend. She can't believe that such a good-looking older guy wants to be with her and she can't wait to tell the girls at school.

Jake keeps telling Sophia how beautiful and sexy she is and he buys her loads of new clothes and trainers. The other girls at school are jealous of her relationship with Jake and start bitching about her and ignoring her. Sophia doesn't feel like going to school anymore.

When Jake and Sophia go clubbing, a lot of other young women come over and flirt with Jake. Sophia is always afraid that Jake will leave her for one of these girls – some of them are very pretty and confident. Jake tells Sophia not to worry, he loves her. Sophia feels so lucky, she would do anything to keep him happy. Jake tells Sophia he'd really like her to stay over for the night, so they can spend more time together. He says he wants their relationship to be more serious and it will be really special.

1. Does Sophia have sex with Jake? Why?
2. What are the possible risks?

Appendix I Case study – Sophia

Scene three

Sophia has been spending lots of time with Jake. Her mum doesn't mind, because there are now fewer arguments at home. When she bumps into Sophia and Jake at the shops, he always makes her laugh. Sophia's mum tells her how lucky she is to have such a nice boyfriend.

Sophia has been having sex with Jake for a few weeks. At first Sophia wasn't confident in bed with Jake, but he is gentle with her and is teaching her what men want. One night at his flat, Jake puts on a porn film and offers her some spliff to help her relax. He says the film will give her some ideas and he'd really like it if she'd act out some of his favourite scenes for him. Sophia feels a bit awkward, as she has never smoked weed and isn't sure if she wants to watch the film. But she doesn't want to look like a kid and really wants to please Jake after all he's done for her.

Sophia has been missing school. She thinks there is no point; all the girls have turned against her anyway and she feels too behind in her work to catch up. Her mum has received several letters saying Sophia has missed days from school without explanation, that she is behind on her course work and her behaviour has changed.

Sophia's mum asks her what's going on and they get into a big fight. Linton joins in and has a go at Sophia too for being disrespectful and causing trouble. Sophia storms out and goes to Jake's flat. He is really sweet and understanding. He tells her he wants them to be together forever and that he's not interested in anyone else – he's the only one who knows how special she is. Jake wants them to live together so he can take care of her like she deserves. He reckons they need a fresh start away from everything. He says he'll sort them out a flat and it will be their new home together. He says there's no point telling her mum or anyone else the address – Sophia will only get hassle from them and the school.

1. Does Sophia move in with Jake? Why?

2. What are the possible risks?

Appendix I Case study – Sophia

Scene four

Sophia and Jake have moved into their flat and Sophia spends nearly all her time there. Recently she has noticed that Jake doesn't pay her as much attention. He doesn't take her out like he used to. At night he often goes out and doesn't tell her where he's going. He says she'd better stay in, just in case anyone from school sees her. He locks her in the flat, so she will be safe. When he comes back, Jake seems 'off his face'. He smokes weed all the time and Sophia has seen him take other stuff but she doesn't know what it is. When Sophia asks him about it, he tells her to just grow up and try some. Sometimes Sophia likes the feeling she gets from the drugs, but she also notices that she gets anxious when the good feeling wears off. When she tells Jake he says she probably just needs to take a bit more and not to worry about it.

When Jake is out, Sophia feels lonely and misses her mum. She wonders how her little brother and sister are and what's been going on at school. Sophia asks Jake if she can call home to see how her family are. He says 'no' and calls her a 'stupid bitch'. Jake shouts that he is the only person she can talk to now.

Jake has become unpredictable. Sophia never knows where she stands. The day before, she tidied the flat to make him happy and cooked his favourite dinner to try to get the old Jake back. But when he got home, he just laughed at her efforts. He threw the plate of food at the wall and told her to clear it up. Then he told her he was going to teach her a lesson. He ripped up Sophia's picture of her family and told her he didn't know why she kept it, it's not as if they care about her.

Over the weeks, Jake gets more and more aggressive and starts hitting Sophia. Sophia doesn't know what to do. Whatever she does to please him just makes him more angry. One night Jake tells Sophia he's sorry for how he has been, he's been really stressed because he owes a lot of money. He tells her it's because of everything he's spent on trying to make the flat nice for her. He says he's behind on the rent and doesn't want to lose their home. Sophia asks what she can do to help. Jake tells Sophia that one of his friends would pay good money to have sex with her. He says if she just does it once, then he can get them sorted and it will never happen again. He says he'll make sure he gets her something extra strong to take, so it will be easier for her. Sophia is horrified and tells Jake she really doesn't want to. Jake tells her that if she doesn't, he'll have to find someone else; that if she really loves him, she will help.

1. Will Sophia have sex with Jake's friend? Why?
2. What are the possible risks?

Appendix I Case study – Sophia

Scene five

Sophia hasn't seen her family now for about six weeks. She's found out the drug that Jake has been giving her is crack. She is worried about this, but she can't stop taking it. Jake says she must pay for her habit and, as she has no money, she has to have sex with Jake's friends. Sophia knows that they are not really his friends and that Jake is making money from her sleeping with them. She feels totally ashamed and disgusted with herself. She also feels betrayed by Jake, but she can't stop loving him, even though she also knows he is seeing other girls. When she challenges him about this, he says the crack has gone to her head and she is imagining things. He tells her that if she keeps going on he will leave her and no one will want to know her – she's damaged goods. Sophia really wants to speak to her mum about what is going on, but she's scared in case she gets angry or doesn't believe her.

One night Jake brings Dave round to have sex with Sophia. She's not met him before. Dave looks like he's about 50 and seems to be drunk. Sophia indicates to Jake that she is scared but he ignores her and leaves the flat. Sophia tries to follow Jake out, but Dave overpowers her and beats her up. He says she's not going anywhere until he's got his money's worth. Sophia is in agony and can't stop crying. When Jake gets back he reluctantly takes Sophia to the hospital. He makes her swear that she'll tell the hospital staff she got her injuries from being mugged in the street. At the hospital, Jake acts really nice and caring in front of the nurses. He says he has to go to make a phone call while Sophia is being treated. The nurse notices that Sophia looks a bit more relaxed as soon as Jake has left the room; she starts chatting to Sophia. Sophia tells her that she hasn't had a period for about two months and is scared that she's pregnant. The nurse looks worried and starts to ask her lots of questions.

1. Will Sophia tell the nurse what's been happening? If not, why?
2. What are the possible risks?

Appendix I

Case study – Jada and Roland

This case study is based on the experiences of real young people.

Scene one

Roland and Jada are good friends. They are 14 years old and go to the same pupil referral unit. Jada started there about 18 months ago after she stopped going to school. Roland has been there about a year, since he got into a fight at school and hit a teacher.

Roland lives with a foster family. He doesn't feel at home there and doesn't think it is worth getting to know them; he has already been moved twice in the last year. Jada lives with her mum, her stepdad and her little sister. Since she left school, Jada and her mum have been fighting all the time. Jada feels as though her mum is disappointed in her.

Neither Jada nor Roland like being at home much, so they spend lots of time hanging around on the estate or at the shops. Sometimes they get told to move on by the guys in the local crew, LOH. LOH boys look after each other and run the area. Some are Jada and Roland's age, but most are older.

One day Jada and Roland run into Roland's cousin, Damion, in a shop. Damion is one of the junior LOH boys. Roland introduces Jada and they get talking; Damion says there is an LOH party that night and he can get them in, if they want. Damion doesn't tell them that he's been asked to bring them along and that he'll be well looked after at the party in return.

Jada and Roland are happy to be asked to the party, but Jada is a bit worried too. The other girls there will all be the girlfriends of the LOH crew, they are mostly older and don't have a reputation for being very friendly to outsiders.

1. **What do you think Jada and Roland decide to do?**
2. **Why would they want to go to the party?**
3. **What risks might there be at the party?**

Appendix I Case study – Jada and Roland

Scene two

Jada and Roland decide to go to the party; it gets them out and it feels good to be included by the crew. They agree to stick together and look out for each other. They meet Damion on the estate and he takes them to the flat where the party is. Damion gets them both a drink. It is exciting to be there, but Jada and Roland both feel nervous because they don't know anyone. Jada notices the older girls giving her 'evils' and downs her drink to help her relax. After a while, she feels quite light headed, but less nervous than she did. Roland starts having a good time too, laughing with Damion and some of the others.

Kane, one of the gang leaders, keeps smiling at Jada. He's 20 and well known on the estate. He never seems to be short of girlfriends. He seems to be looking out for Jada and makes sure her glass is never empty. After a while, Jada and Kane get talking on their own.

Kane tells Jada he's liked her for a while and that he's been asking the junior crew boys if they know her and who she hangs out with. Jada thinks Kane seems really nice and different to how she thought he'd be. She can't believe he likes her. Later, Kane asks Jada if she wants to come into another room so they can spend a bit of time alone together. Jada still feels nervous with the other girls watching her, so she says yes.

Roland sees them go. He wonders if Jada is OK, but she looks happy, so he isn't sure what to do. He asks Damion what's going on, but Damion tells him there's nothing to worry about and offers him a smoke. Roland takes a draw, he's surprised how strong it is, but it doesn't seem to be doing Damion and the others any harm. Damion pours another drink for himself and Roland.

1. What made Jada go off alone with Kane?
2. What do you think she could have thought about first?
3. What do you think stopped Roland from checking on Jada?
4. Do you think it was OK for Roland to smoke and drink with Damion?
5. What risks are there for Jada and Roland at this stage?

Appendix I Case study – Jada and Roland

Scene three

Roland ends up crashing at the flat and when he wakes up Jada has gone, so she can sneak back in before her mum notices. Jada is feeling really excited about her night with Kane, but a bit worried too because she was quite drunk and can't really remember what happened later on in the night. She calls Roland and tells him. Roland asks Kane what happened, but he says nothing.

Roland heads back to his foster carers; when he gets there he gets into a big argument with them about where he's been all night. Later Roland runs into Kane on the estate and tells him about being fed-up with all the hassle he gets at home and being treated like a kid. Kane tells him he can stay at his flat to get away from it.

Kane takes Roland back to the flat and gets him a beer. Kane asks Roland about the problems at home. Roland tells him about some of the bad times he's had in foster care. Roland is surprised how easy it is to talk to Kane. He seems really interested and Roland feels he can trust him. Kane tells Roland that now he's with the crew he doesn't need to worry about people giving him trouble.

Some of the other crew members come round. Roland has a good time hanging out with them, but later he hears Kane laughing and telling some of the other gang elders how easy Jada was. Kane says she'll do anything for him and he'll be able to make loads of money out of her really quickly. Roland doesn't like Kane talking about Jada that way, but when he says so, Kane goes mad. He pins Roland up against the wall and kicks him. Kane says Roland better prove his loyalty to the gang, or he won't be hanging out with them anymore and something bad might happen to Jada.

Kane tells Roland that for his initiation into the gang he can drop off some weed to the next estate for them and pick up the money that's owed. Then Kane tells Roland to get Jada back round to the flat again tomorrow night.

1. What do you think Roland does? Why?
2. What are the risks for him?

Appendix I Case study – Jada and Roland

Scene four

Roland does the drug run for Kane. When he's done it Kane tells him he's alright and gives him £20. Kane says he's one of them now and he'd better remember he'd be nothing without them. Roland calls Jada and tells her he's sort of living at Kane's now and that Kane would like to see her again tonight.

Roland's social worker has been trying to get in touch with him to make an appointment to meet. She's worried that he's not at his foster carer's. When Roland mentions it to Kane he says not to worry, he's all right where he is.

When Jada turns up, Kane is really happy to see her. He tells her he's missed her and gets her a drink. Kane is being really affectionate and Jada feels great. He offers her a share of his spliff, so she tries it.

Later Kane takes Jada into another room where the older crew are. Kane asks Jada to give him and the other guys oral sex. Jada is shocked and pleads with Kane to let her go. He laughs in her face and slaps her. He tells her she had it coming because she chose to take their drink and smoke. He says she can pay with money instead if she likes.

Jada's got no money; she feels drunk and high and doesn't know what to do. She can't see Roland and she's scared of Kane when he is like this.

1. What do you think Jada does? Why?
2. What are her options?
3. What are the risks for her?
4. Is there anything she could have done differently?

Appendix I Case study – Jada and Roland

Scene five

Jada doesn't know what else to do, so she gives Kane and the other men what they want. Afterwards when they are alone, Kane is really sweet to her again. He tells her he's sorry, but it was just a test. Kane says now Jada is his girl and one of the crew and they will always look out for her.

Jada feels really confused – she feels horrible about what she had to do and can't believe it happened. She tries to forget it and just be happy that she is one of the crew and with Kane now. Jada realises it's way past the time she's allowed out. Kane gives her his coat, so she doesn't get cold, and she walks home alone.

The next morning all the crew are laughing and they show Roland a mobile phone video of Jada giving Kane oral sex. They are sending it to all the crew. Roland can't believe Kane would do that and feels really let down. He decides to wait till the others have gone and talk to Kane.

When they are alone Roland tells Kane how he feels and asks if he could delete the clip. Kane loses it and says Roland can't tell him what to do. He is really threatening and starts to get violent. He tells Roland that nothing is free and he owes for the weed and drink he's had. Roland says he can't pay, but Kane says he knows how he can. Kane starts overpowering Roland. Roland tries to fight back, but Kane is much stronger; he realises he should just try to get away. But then Kane takes a knife out of his jacket; Roland is paralysed with fear and stops fighting. Kane says he's right to stop struggling – it will make it a lot easier, and Roland will never win. Holding the knife at his side, Kane rapes Roland.

Kane tells Roland everything will be all right now, if he's learnt his lesson about doing what he's told. Otherwise a lot worse could happen. He tells Roland to stay at the flat and not go back to his carers; Kane might need him for a job. Roland is shocked, physically hurt and terrified. He can't think of doing anything except what Kane has said.

Kane leaves Roland in the flat and goes to call Clive. Clive is one of Kane's contacts who likes to have sex with under-age young people. Kane tells him he's got two 14-year-olds ready. Clive says he's definitely interested in the girl; his mate Andy will take the boy. Kane warns him it will cost more than usual, these two are younger than the last ones.

Later, Jada calls Roland. She tells him she's one of LOH now and asks him if he'll be at Kane's tonight.

1. What do you think Roland should do now?
2. If you were Jada's friend, what would you advise her to do?

Appendix 2

About the grooming line

The word *grooming* is used to describe the process that abusive adults use to trick a child or young person into believing they are trustworthy so that they can eventually sexually exploit the young person.

The grooming line is based on Barnardo's experience from work with children and young people who have been victims of sexual exploitation as well as theoretical work from other experts in this field.

By being aware of the whole pattern of these behaviours you will be able to quickly spot things that you might need to be suspicious of if they happen. This will mean you are better able to look out for yourself and other young people around you.

Targeting stage

At this stage the abusive adult is choosing which child or young person to work on and beginning to manoeuvre them into a situation where they can increase contact with the child.

Observing

This means the adult is watching a child or young person, without them necessarily realising. It may happen quickly, or over some time; maybe in a public place where the young person often is, for example, outside a local shop.

Selecting

We know abusive adults are more likely to approach a child who looks vulnerable: they may be on their own, look unhappy, or not be in school. Abusive adults also choose young people who are sexualised in their behaviour; looking for signs like giving lots of eye contact and smiles to strangers of the opposite sex or being boisterous and drawing lots of attention to themselves.

Initiating contact and gaining trust

This can be done quite simply, by saying 'Hi', being friendly or keeping a promise. This is what is confusing about telling grooming from just being nice. But if a person is older than you and you don't know them, question why they are doing this.

Sharing a child/young person's information

Adults involved in grooming children often work together, as well as alone. A very common targeting behaviour is adults asking young people for their mobile numbers and then sharing this information so that the young person can be contacted by their associates without anyone else knowing.

Appendix 2 About the grooming line

Friendship forming stage

In this phase an abusive adult puts a lot of effort into becoming important to the child or young person; someone they rely on. In this way the adult develops a strong influence. At this stage there still may not appear to be anything obviously wrong, but there will be signs that you can look out for.

Making a child/young person feel special

This is often done just by giving lots of compliments or noticing little things. An adult who is grooming might pay special attention to what music you like or what you were wearing the last time they saw you.

Giving gifts and rewards

These may be presents or given in return for doing a favour. Things like mobile phones, jewellery, drugs, alcohol, money and clothes are commonly used.

Spending time together

Spending time with people you like is normal, but an adult spending an unusually large amount of time with a young person or child can make them dependent and miss the adult a lot when they are apart. This could include spending time in an adult's home with them.

Listening and remembering

The adult will listen carefully to any personal details shared and remember them. This makes anyone feel listened to and valued and is a simple way of making someone feel understood. However, an abuser can use this later especially if it is personal or embarrassing. Think very carefully about what you share. After all, information is power.

Keeping secrets

An abusive adult may not want others to know about their friendship with a child or young person, or that they even see each other. If an adult says not to tell anyone else what you are doing or where you are going with them you should be very careful and ask yourself why the need for secrecy.

Being there

Giving a child or young person the message that if they need anything, the adult will be there for them, can be part of grooming. This is especially likely if the child or young person has shared problems they are having. It can be another way of encouraging them to rely on the adult.

Appendix 2 About the grooming line

Understanding better than anyone else

The adult makes the young person believe that they understand them and know them like no one else. If this happens it could include bad mouthing or putting down parents or carers. Be aware that this can be part of making you dependent on someone.

Testing out physical contact

It could be just an 'accidental' light touch to the knee or face but the adult is probably testing your reaction to physical contact. If this happens and you flinch and don't know what to do, would they carry on? What if you said 'No', would they carry on then?

Offering protection

An abusive adult will often offer a young person protection. This technique is particularly used with children who are being bullied, for example.

Loving relationship stage

The most common grooming method used with young people is to become their 'boyfriend' or 'girlfriend'. However, this stage can also be a close, protective, non-sexual relationship. What the methods have in common is that from inside, it looks and feels like a very caring and genuine relationship. But, while developing this illusion of intimacy and love, the abusive adult is gaining full control of the young person and making them very vulnerable. It is a calculated technique and it works.

Being a boyfriend or girlfriend

They may simply describe the young person as their boyfriend or girlfriend and introduce them as, for example, their 'girl'.

Establishing a sexual relationship

An abusive adult may offer to teach a young person how to have sex or 'make love', or even have sex with them. Online, this can be teaching sexual things in private chat rooms or via a webcam.

Lowering inhibitions

Young people and children have been shown child abuse images to get them used to thinking it is normal for an adult to have sex with a child. Remember, this sort of picture is not 'pornography', it is child abuse and it is illegal to make, share or view.

Involving in forbidden activities

The adult may offer alcohol, drugs or entry to adult venues, such as clubs, pubs and parties. While this might seem exciting or fun, the danger is that you become increasingly involved in things that you cannot easily tell another adult about, which could make you vulnerable.

Appendix 2 About the grooming line

Being inconsistent

An abusive adult may make a child or young person insecure about their affection for them. One minute an abusive adult builds up their victim's hopes and the next they punish them. For example, they may promise something but later claim that they didn't mean it. This can build dependency.

Abusive relationship stage

By this stage it is clear that something bad is happening. Techniques of control and isolation become obvious, but because the adult has made the young person dependent, it is very hard for them to get away. The more trapped and isolated the young person is, the more cruel the adult can afford to be.

Withdrawing friendship and love

The abuser no longer acts as if they care about the young person's feelings.

Using for sex

Sex is demanded by the adult, but it is not loving or romantic.

Reinforcing dependency

The adult lowers the young person's self esteem further, maybe by calling them 'damaged goods'. This may be linked to information they shared in the past, or it may be because the adult has made the young person do humiliating things.

Isolating from family and friends

This could include not allowing any contact at all with family and friends and taking away photos or reminders of life before the abuser.

Tricking and manipulating

An abusive adult will claim they are owed for clothes, drugs or anything they gave the young person. They may say the payment is doing something the young person doesn't want to do, usually something sexual and/or illegal.

Using violence and assault

Abusive adults will frequently use violence or threats of violence to keep a young person frightened and in their control. If this ever happens to you it is vital that you find a way to confide in a trustworthy adult and get help to leave the situation quickly. Violence will almost always get more serious over time.

The grooming line



Targeting stage

- Observing the child/young person
- Selection of child/young person
- Befriending – being nice, giving gifts, caring, taking an interest, giving compliments, etc
- Gaining and developing trust
- Sharing information about young people between other abusive adults

Friendship forming stage

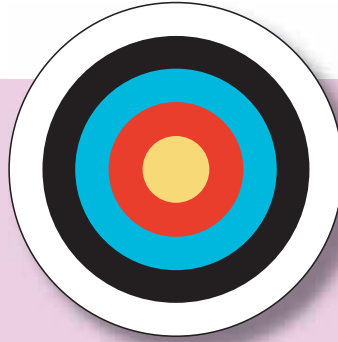
- Making young people feel special
- Giving gifts and rewards
- Spending time together
- Listening and remembering
- Keeping secrets
- Being there for them
- ‘No-one understands you like I do’; being their best friend
- Testing out physical contact – accidental touching
- Offering protection

Loving relationship stage

- Being their boyfriend/girlfriend
- Establishing a sexual relationship
- Lowering their inhibitions – eg showing them pornography
- Engaging them in forbidden activities – eg going to clubs, drinking, taking drugs
- Being inconsistent – building up hope and then punishing them

Abusive relationship stage

- Becomes an ‘unloving’ sexual relationship
- Withdrawal of love and friendship
- Reinforcing dependency on them – stating young person is ‘damaged goods’
- Isolation from family and friends
- Tricky and manipulation – ‘you owe me’
- Threatening behaviour
- Physical violence
- Sexual assaults
- Making them have sex with other people
- Giving them drugs
- Playing on the young person’s feeling of guilt, shame and fear



Targeting stage

Observing the child/young person



Selection of child/young person



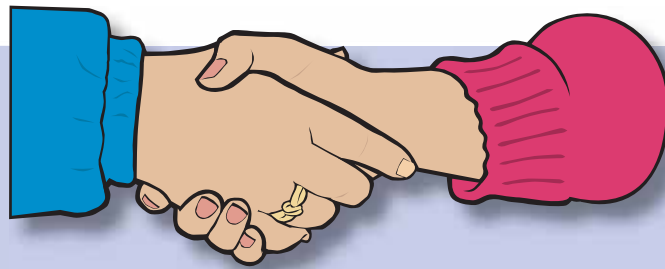
Befriending – being nice, giving gifts, caring, taking an interest, giving compliments, etc



Gaining and developing trust



Sharing information about young people between other abusive adults



Friendship forming stage

Making young people feel special



Giving gifts and rewards



Spending time together



Listening and remembering



Keeping secrets



Being there for them



**‘No one understands you like I do’;
being their best friend**



Testing out physical contact – accidental touching



Offering protection

Loving relationship stage

Being their boyfriend/girlfriend



Establishing a sexual relationship



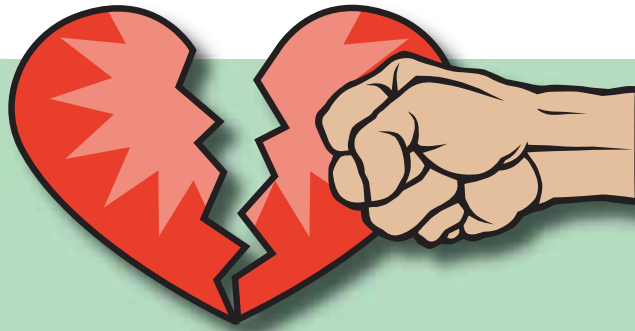
Lowering their inhibitions – eg showing them pornography



Engaging them in forbidden activities – eg going to clubs, drinking, taking drugs



Being inconsistent – building up hope and then punishing them



Abusive relationship stage

- Becomes an 'unloving' sexual relationship**
-
- Withdrawal of love and friendship**
-
- Reinforcing dependency on them – stating young person is 'damaged goods'**
-
- Isolation from family and friends**
-
- Trickery and manipulation – 'you owe me'**
-
- Threatening behaviour**
-
- Physical violence**
-
- Sexual assaults**
-
- Making them have sex with other people**
-
- Giving them drugs**
-
- Playing on the young person's feeling of guilt, shame and fear**

Grooming scenarios

Targeting



Chloe (13) has been sent home from school because she isn't wearing the right uniform. At the bus stop Chris starts chatting to her and asks for her mobile number.



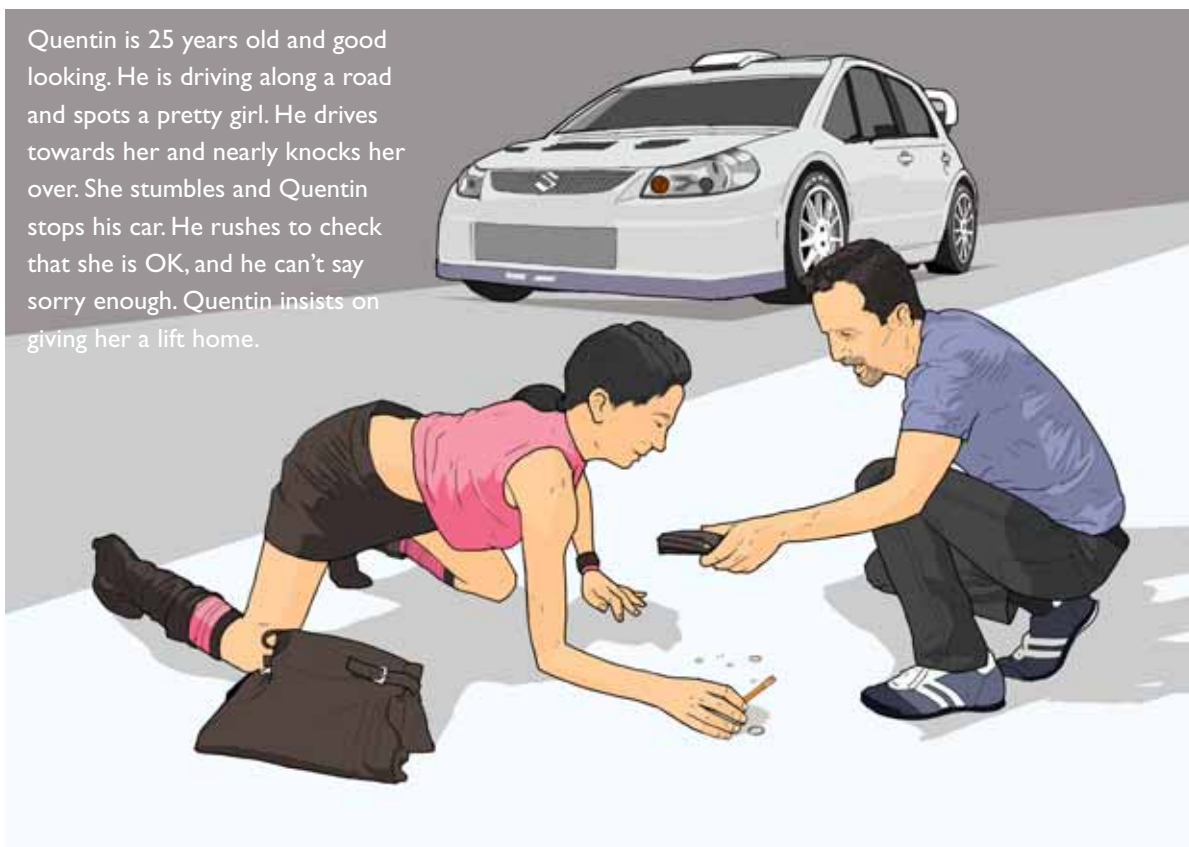
Tom is 21 years old and likes to hang around in young people's chat rooms. He sits and watches the conversations. He looks for young people who are shy and don't say much, but agree with everyone else. He invites Sam into a private room for a chat. Tom says his name is Benjy and he is 15 years old.



Appendix 5 Grooming scenarios

Targeting

Quentin is 25 years old and good looking. He is driving along a road and spots a pretty girl. He drives towards her and nearly knocks her over. She stumbles and Quentin stops his car. He rushes to check that she is OK, and he can't say sorry enough. Quentin insists on giving her a lift home.



Mick and JJ meet for breakfast at the local café. JJ says that he met some girls at the weekend, who are from a local children's home. He tells JJ that they are 'easy' and desperate for attention and they can come and go when they like. One of the girls gave JJ her mobile number. He gives her number to Mick.

Appendix 5 Grooming scenarios

Targeting



Josh (16) has been hanging around with a group of older boys and men for a couple of weeks. They've told him they want him to join them, but first he's got to do something for them to prove himself. All he has to do is introduce a few younger girls to the group. Josh has seen Monique in the park on her own a few times, so he starts chatting to her. He tells her she has a gorgeous smile. Monique is flattered and they exchange numbers.

Nicola is 14 and is at a local under-16 disco. Jordan the DJ takes an interest in her. He compliments her on her clothes and tells her that he can get her clothes for nothing. Jordan offers to give her a lift home at the end of the disco. He says he cannot take her friends, he doesn't have room in his car.



Appendix 5 Grooming scenarios

Friendship forming

Theresa is 14 years old and is unhappy at home. Her mum is out all the time with her new boyfriend. Theresa can stay out as long as she likes. She has been going clubbing with Junior, who is 23 years old. He gives her E for free – it makes her relax. Junior is a good listener. Junior thinks Theresa's mum is a waste of space.



Michelle was abused by her stepfather when she was younger and has never told anyone. Michelle has been spending time with her new friend Anthony, who is kind to her. One day he asks her why she is always so sad and she decides to take a risk and tell him.

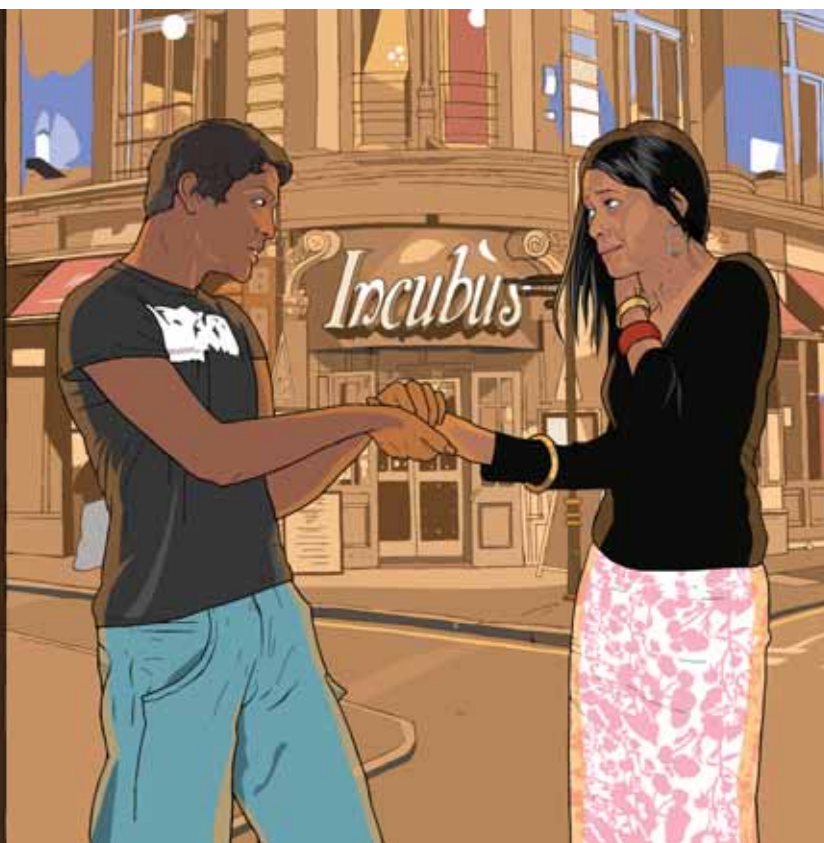
Appendix 5 Grooming scenarios

Friendship forming

Abdul is 15 years old and is really into his music. He has recently become friends with Rae, who is older than him and a local breaks DJ. Rae has made his garage into a studio. They smoke and practise on the decks. One night Rae asks Abdul when he started shaving and gently strokes his face. He says that Abdul has a beautiful face.



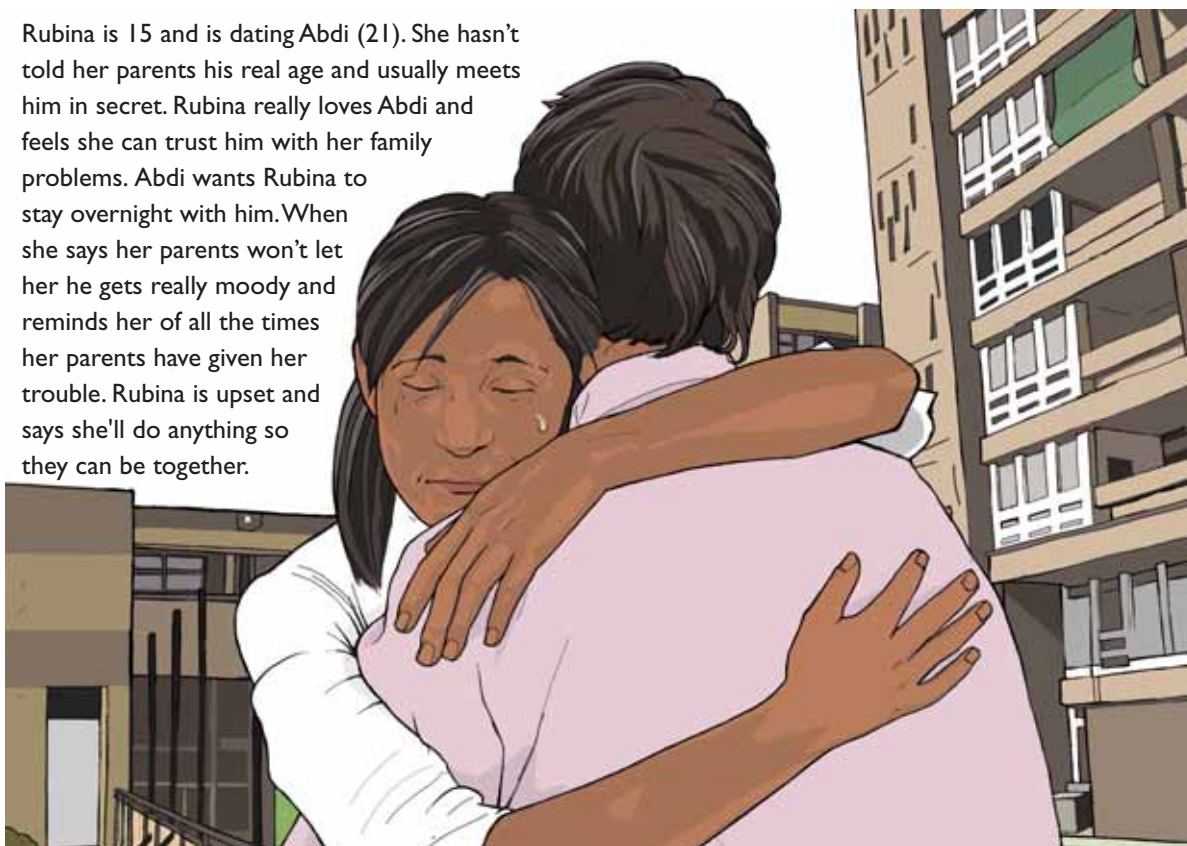
Amina is 16 years old and has lots of friends. She has gone out with her group of friends to a club in town. When she gets there the bouncers won't let her in. Her friends go into the club without her. Amina is left on the street. Lee, who is 29, comes out of the club. He likes Amina and she likes him. Lee asks her what's up and when Amina tells him, he is outraged on her behalf. Lee says that he would never leave her on her own.



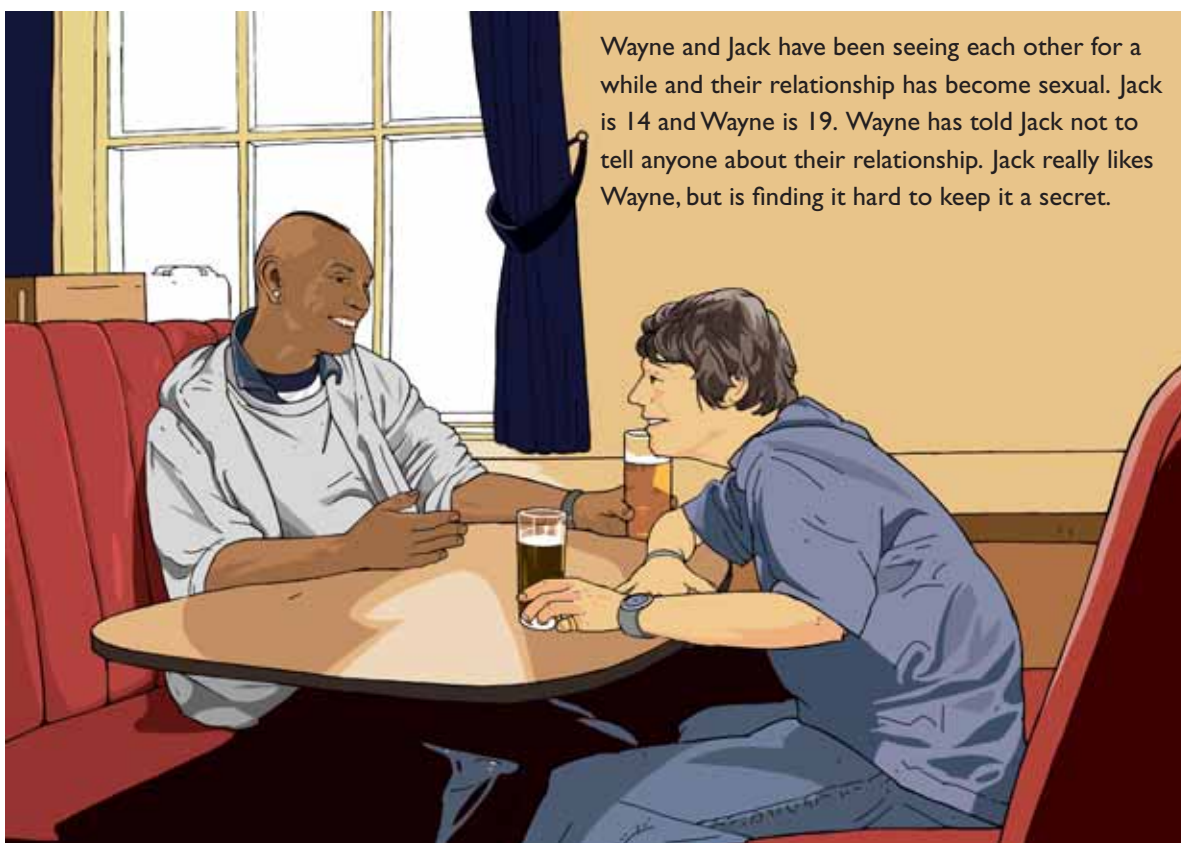
Appendix 5 Grooming scenarios

Loving relationship

Rubina is 15 and is dating Abdi (21). She hasn't told her parents his real age and usually meets him in secret. Rubina really loves Abdi and feels she can trust him with her family problems. Abdi wants Rubina to stay overnight with him. When she says her parents won't let her he gets really moody and reminds her of all the times her parents have given her trouble. Rubina is upset and says she'll do anything so they can be together.



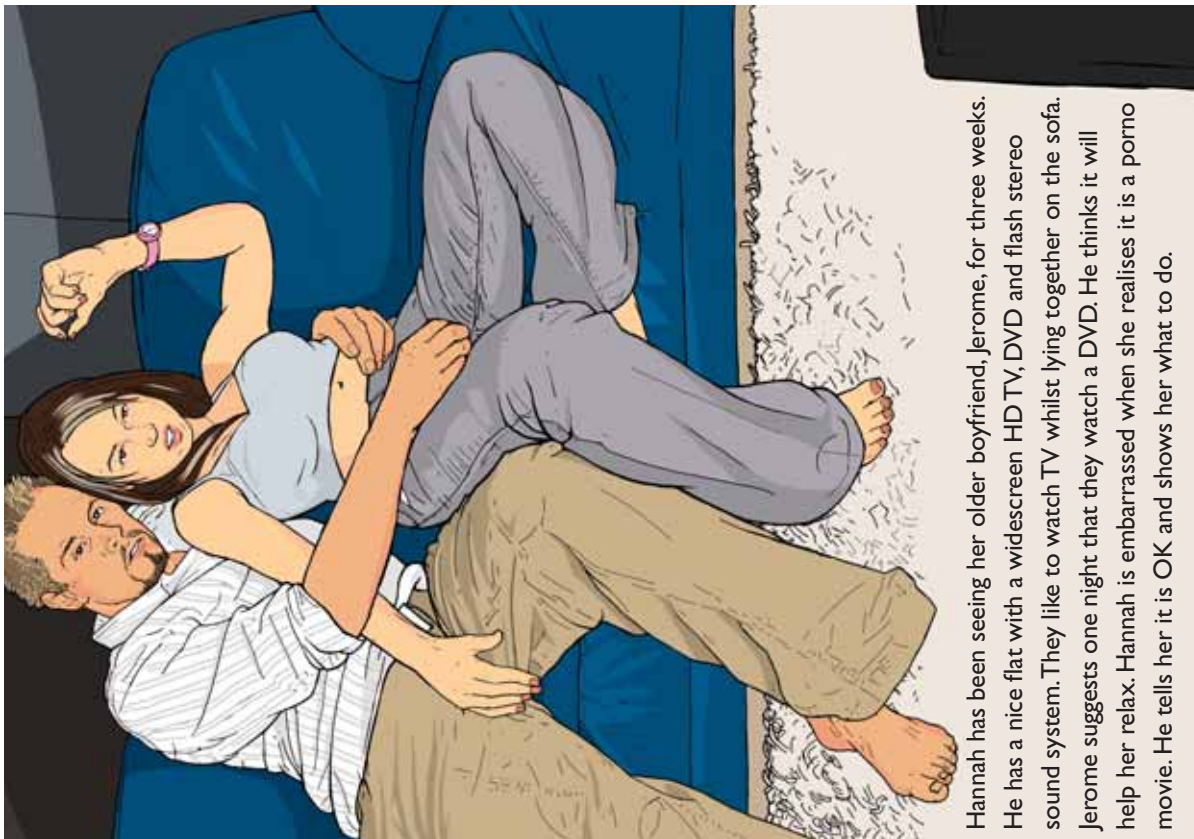
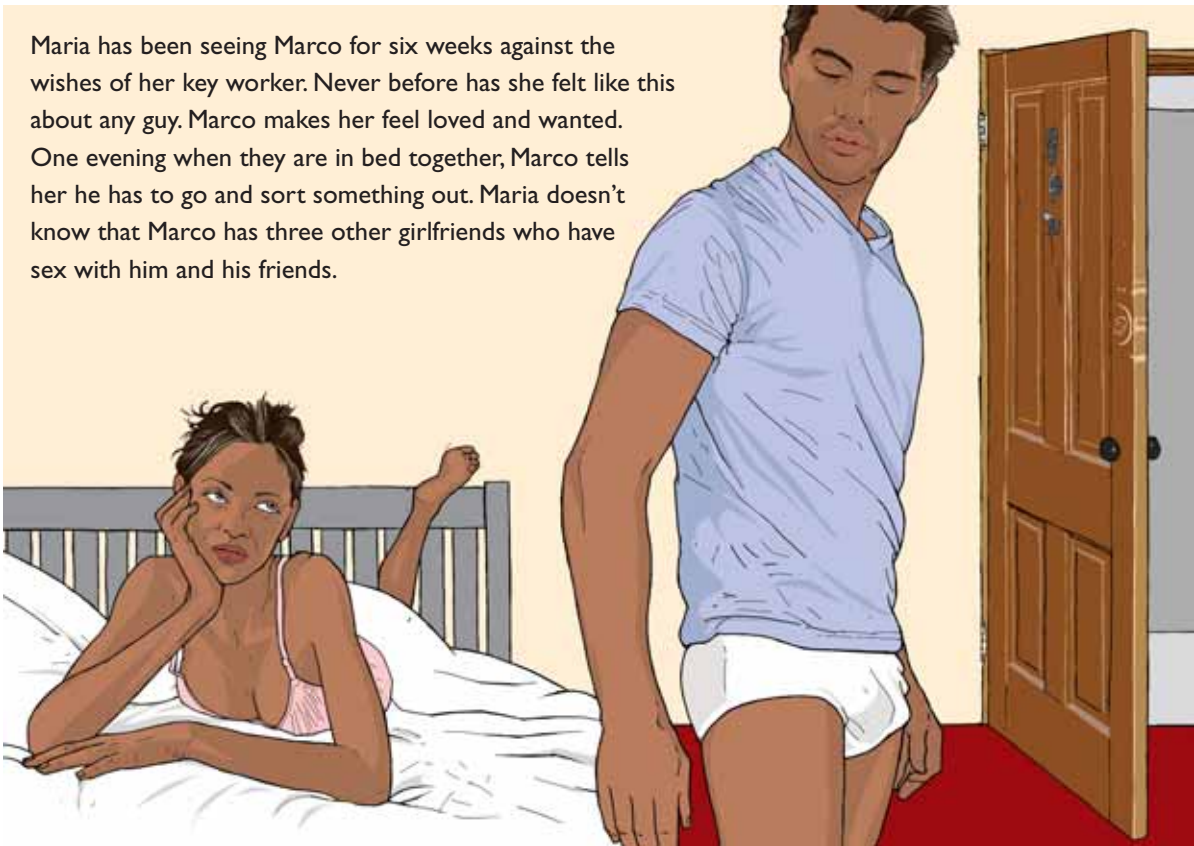
Wayne and Jack have been seeing each other for a while and their relationship has become sexual. Jack is 14 and Wayne is 19. Wayne has told Jack not to tell anyone about their relationship. Jack really likes Wayne, but is finding it hard to keep it a secret.



Appendix 5 Grooming scenarios

Loving relationship

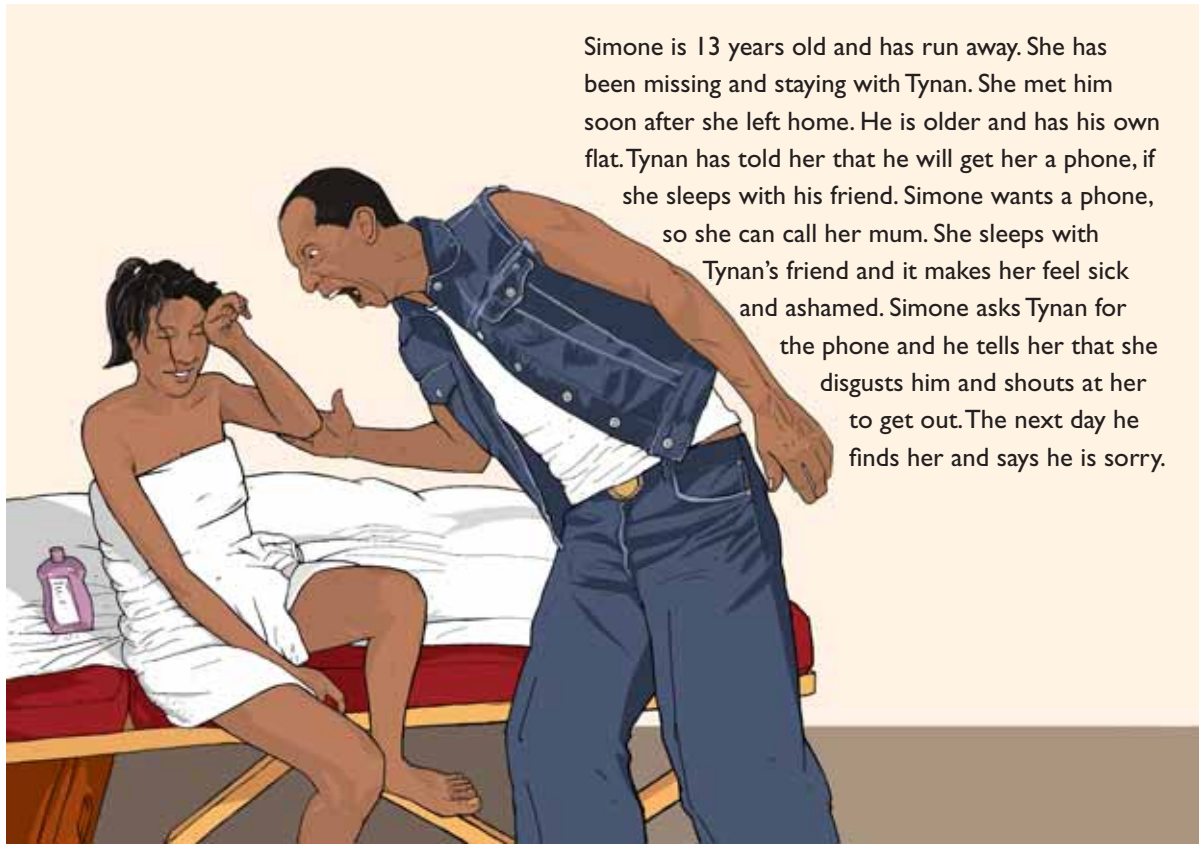
Maria has been seeing Marco for six weeks against the wishes of her key worker. Never before has she felt like this about any guy. Marco makes her feel loved and wanted. One evening when they are in bed together, Marco tells her he has to go and sort something out. Maria doesn't know that Marco has three other girlfriends who have sex with him and his friends.



Hannah has been seeing her older boyfriend, Jerome, for three weeks. He has a nice flat with a widescreen HD TV, DVD and flash stereo sound system. They like to watch TV whilst lying together on the sofa. Jerome suggests one night that they watch a DVD. He thinks it will help her relax. Hannah is embarrassed when she realises it is a porno movie. He tells her it is OK and shows her what to do.

Appendix 5 Grooming scenarios

Abusive relationship



Simone is 13 years old and has run away. She has been missing and staying with Tynan. She met him soon after she left home. He is older and has his own flat. Tynan has told her that he will get her a phone, if she sleeps with his friend. Simone wants a phone, so she can call her mum. She sleeps with Tynan's friend and it makes her feel sick and ashamed. Simone asks Tynan for the phone and he tells her that she disgusts him and shouts at her to get out. The next day he finds her and says he is sorry.



Paul is 13 years old and living with his older sister. He is missing school and is often out late at night. Paul's older sister, Sarah, is angry with him and says he needs to give her money. He knows this is to pay for her drugs. Sarah tells him that there is a job that needs doing at her friend's house. When Paul gets there, three men are waiting for him and trap him in the room.

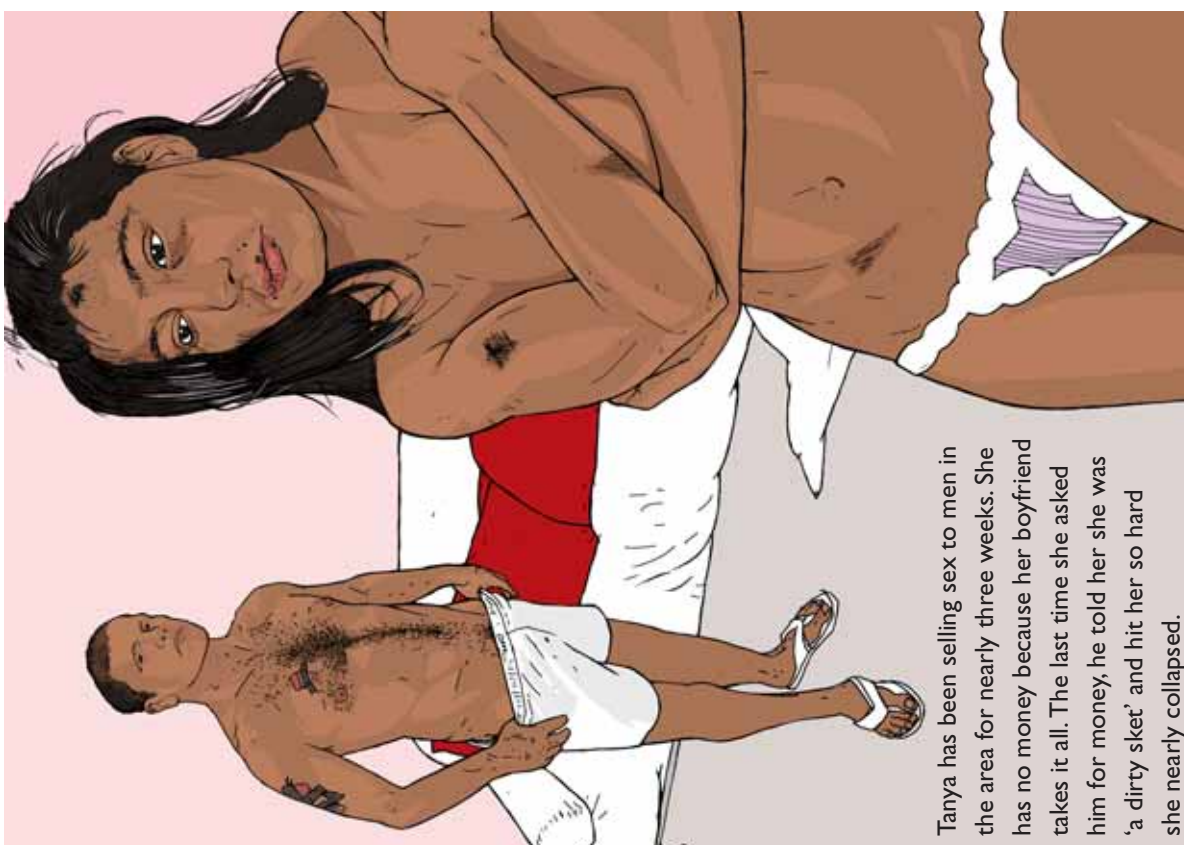


Appendix 5 Grooming scenarios

Abusive relationship



Louise is 16 years old and has run away from home. Her plans didn't work out and she is now living with her boyfriend in a crack house. They are both addicted. He says that if she really loves him, she will get him the money by having sex with a dealer.



Tanya has been selling sex to men in the area for nearly three weeks. She has no money because her boyfriend takes it all. The last time she asked him for money, he told her she was 'a dirty sket' and hit her so hard she nearly collapsed.

Appendix 5 Grooming scenarios

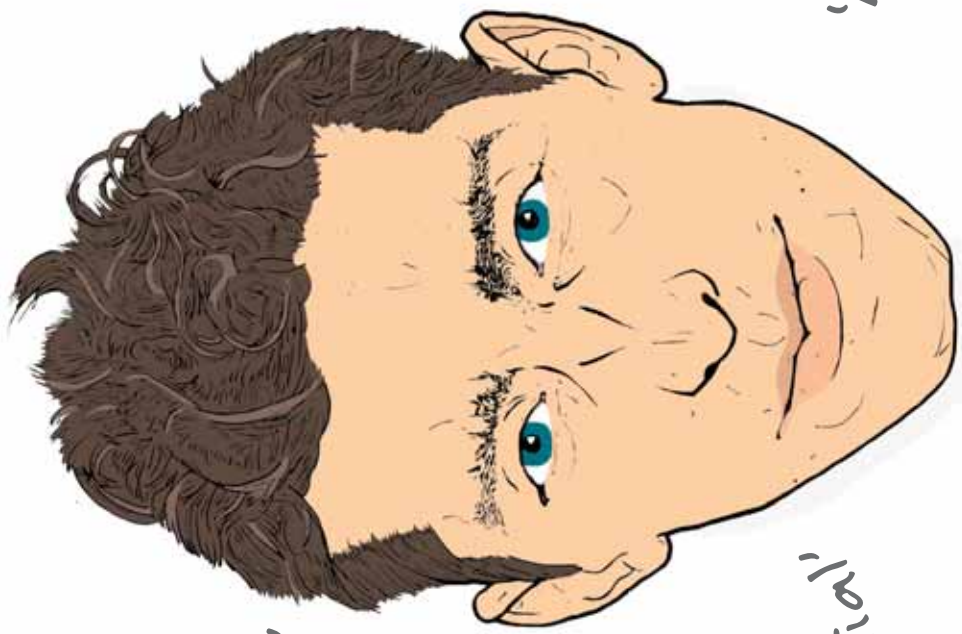
Abusive relationship

Julie is 15 years old and has been going out with Dave (19) for eight weeks. He invites her to a party and she is excited. When she gets there, she finds she is the only girl. All the men are looking at her and she feels scared. She tries to leave the room, but Dave blocks the door and tells her she isn't going anywhere.



Rachel is 16 years old and she has not spoken to her parents for six weeks. She is living with Ben, but he is never home. Last week he rang her and told her his friend was coming over to see her and she should do as he says, otherwise he would make her homeless. When Ben's 'friend' arrived, he said she had to have sex with him. She was alone and had to do it. Ben rang to see if his 'friend' had visited and if she had done as she was told. When she told him what she had done, he called her a 'good girl'.





'I spend time with you'

'I listen'

'I keep your secrets'

'I make you feel special'

'I can protect you'

'I am here for you'

'I understand you'

'I give you presents'

real face

[what you see]



real face

[groomer]



'I want to spend time with you because you are you'

'I am here for you'

'I want you to be yourself and express yourself'

'I want to understand you'

'I want to love you and be loved by you'

'I respect you'

'I trust you and want you to know you can trust me'

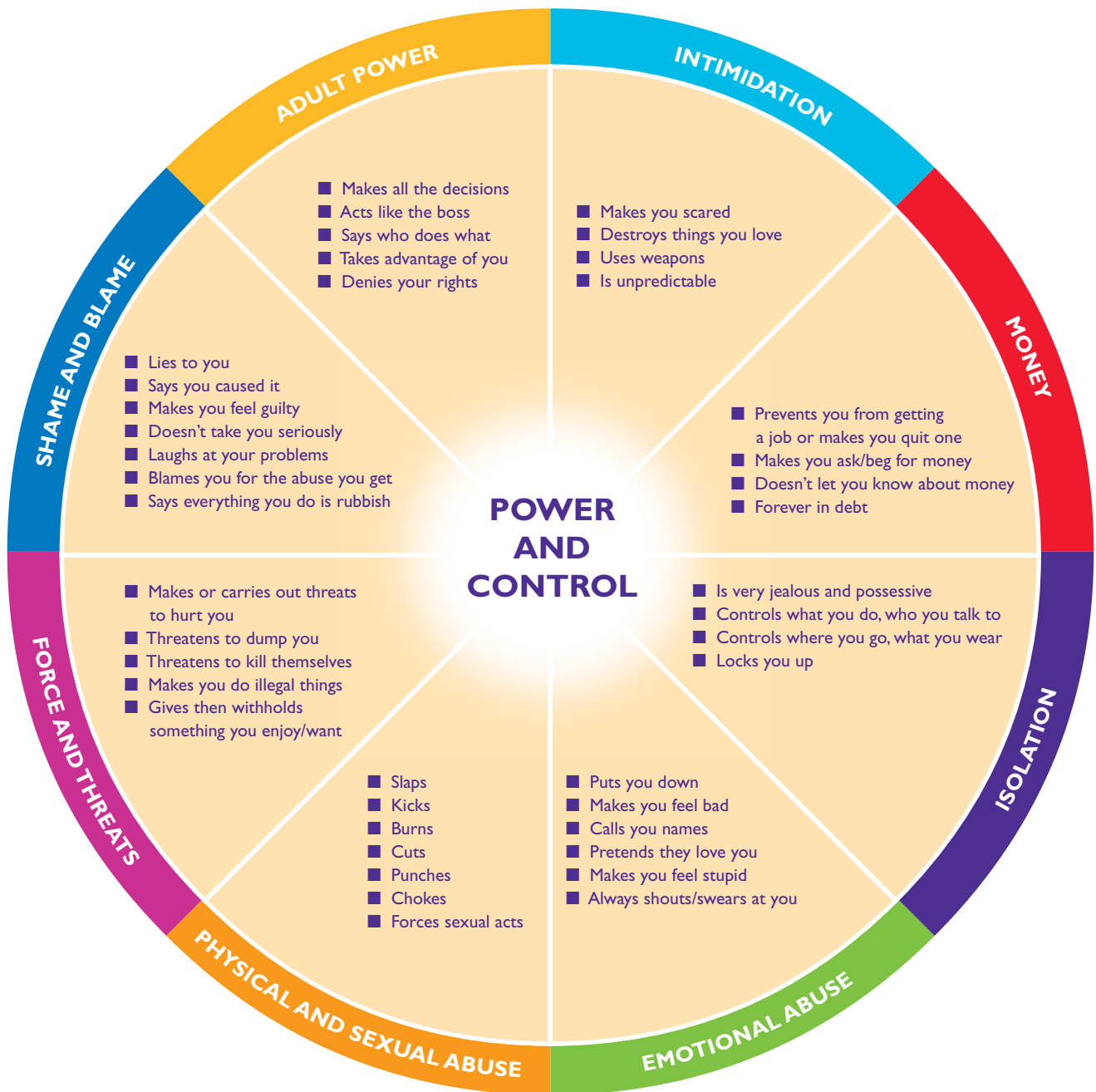
'I want to support you'

real face

[healthy relationship]

Appendix 7

Wheel of power and control



Adapted, with kind permission, from original work by Duluth Domestic Abuse Intervention Project, Minnesota, USA.
www.duluth-model.org

Appendix 8

Push or pull? scenarios

You arrange to meet a friend from a chat room



A man asks for your phone number



Someone offers you a lift



Someone offers you somewhere to stay



Appendix 8 Push or pull? scenarios

Too many people in your house, some are not safe



You have experienced a sexual assault



There is domestic violence in your family



A new group take you in as their friends, they do drugs and things



Appendix 8 Push or pull? scenarios

You're in trouble with the police/youth offending team



You have run away and have nowhere to stay



Someone offers you food or money



You have had an argument or fight with your family



Appendix 8 Push or pull? scenarios

Your parents or brother/sister have alcohol problems



Your parents have mental health problems



You are being abused or mistreated at home



A gang says you have to do something to join



Appendix 8 Push or pull? scenarios

You are offered help and protection to get away from police or social services



You are at a club or party and someone asks you for sex



Appendix 9

Risk scenes

Susie's story

Scene one

Susie is 14 years old. On Thursday evening at 9pm, she takes the bus into town to meet her friends. She sits on the top of the bus. There is just one other older woman up there too.

She sees a good looking guy in his early 20s getting on the bus. He winks at her as she looks down at him on the street. This makes her feel flustered and she feels nervous when he comes to the top of the bus and sits near her. When she looks at him, he is smiling at her.

His mobile rings and he answers it. He seems angry with someone, who he repeats is 'letting him down' and he swears a lot. He finishes the call and turns to Susie, explaining his friends are losers who have just blown him out.

He asks her where she is going. Susie tells him she is going to town to meet her mates. He asks her name and she tells him; he says his name is Bobby.

He tells her this is his stop and asks for her mobile number. She gives it to him. As he gets off the bus, he says 'Catch you later sexy' and gives her another wink.

Susie

- Would you talk to him?
- Would you tell him your name?
- Would you give him your number?

Bobby

- Why did he wink at Susie?
- Why did he tell her about his friends and what happened to him?
- Why did he ask her where she was going?
- Why does he want to know her name and number?

Scene two

The next day, Bobby rings Susie on her mobile. He tells her he and his mates are having a party and asks her if she wants to go to it with him. He says it will be a great party with plenty of drink and smoke and he'd be really happy if she came and met his mates. Susie agrees to meet him. He gives her the address of the party and arranges to meet her there at 8pm.

Susie is excited and gets ready. She tells her mum she's going to meet her friends again.

Appendix 9 Risk scenes – Susie’s story

Susie then thinks her friend Karen would want to go too. She rings Bobby, but he says he just wants her there. He doesn’t want to have to look after anyone else. She agrees and says she is excited.

When she gets to the party, she sees there are no other girls, just men. She feels nervous, but they all look alright.

Susie

- Would you take his call?
- Would you meet him?
- Would you tell your mum where you were really going?
- Would you stay at the party when you realise there are no other girls there?

Bobby

- Why does a stranger want to call her?
- Why does he want her to meet his ‘mates’?
- Why are there no other girls at the party?
- Why would he want her to come to the party on her own?

Scene three

Bobby is pleased to see Susie arrive at the party. He introduces her to his ‘gang’. They all have really cool names and look and wink at her. He asks if they all agree she is beautiful, and they do.

He gets her a beer and talks to her for a while about his gang and how they look after each other and their girls. Susie tells Bobby she thinks it sounds nice, like one big family and he gets her another drink.

When he comes back Bobby says he has something special for her and offers her a pill. Susie doesn't know what it is but she doesn't want Bobby to think she is stupid so she takes it. She feels good and has another beer.

Susie

- Would you hang out with them at the party?
- Would you drink the beers?
- Would you smoke the crack?

Bobby

- Why did these men want to hang out with Susie?
- Why were they treating her as an adult?
- Why were they giving her drugs and alcohol?

Appendix 9 Risk scenes – Susie’s story

Scene four

Later on, Susie has had more to drink and now she feels quite out of it.

She is having a good time, dancing and listening to the music. She loses herself for a while in the beats and then realises Bobby has been watching her.

He approaches her and tells her she ‘owes’ him for all the drink and crack he has given her. Susie doesn’t understand.

Bobby gets his mates to come over and asks them: ‘Doesn’t she owe us?’ They agree with him. Susie starts to feel scared.

One of the gang locks the door.

Another one of the gang takes hold of her. Bobby is just watching it all. Now she is really frightened.

Susie

- Would you have had more crack?
- Would you have lost control?
- Would you have tried to get out of the room?

Bobby

- Why did they give her the drugs first and then ask for money?
- Why did they lock the door?

Appendix 9 Risk scenes – Jamie’s story

Jamie’s story

Scene one

Jamie is 15 years old. It’s 11am on Thursday morning but he isn’t at school; he doesn’t bother going any more. Instead he hangs out at the local arcades playing the machines. He loves playing the machines, but never has enough money to play for long.

He doesn’t see a man is watching him. He has been watching for a while. But Jamie hasn’t noticed, he is just concentrating on the games.

Jamie hits the machine when he loses his last game. The man comes over, introduces himself as Mark and offers Jamie some money to play if he has run out.

Jamie thinks about it. He really wants to keep playing and Mark is offering him £3. He takes the money and keeps playing. He tries to ignore Mark who is standing next to him watching him play.

Jamie

- Would you miss school?
- Would you take Mark’s money?

Mark

- Why is he talking to Jamie?
- Why did he give Jamie money?

Scene two

Jamie has been playing on the games for an hour with Mark’s money. Jamie thinks it’s weird that Mark is giving him money. But he doesn’t want to go home, so he just carries on.

Mark chats to Jamie. The whole time he has been giving him money and watching him play. He asks him where he lives, what his name is and if he has lots of friends.

Mark asks why Jamie isn’t at school and Jamie tells him it’s because he hates school. Mark laughs and tells him he hated school too. He seems to understand and Jamie thinks he might be alright.

Jamie doesn’t realise he is talking so much. He is distracted by the games. He doesn’t think about the questions he is answering. He thinks Mark must be loaded or very generous, giving him all this money.

Appendix 9 Risk scenes – Jamie’s story

Jamie

- Would you keep playing with Mark’s money?
- Would you answer personal questions about yourself?

Mark

- Why does he want to know where Jamie lives?
- Why does he want to know if Jamie is having problems at school?

Scene three

Jamie has been playing on the games with Mark’s money for an hour and a half. Mark tells Jamie he hasn’t got any more cash on him, but he can get more from the cashpoint if Jamie wants to walk with him.

Jamie goes with Mark to the cash machine. They are chatting and laughing like mates now. It is lunchtime and Mark tells Jamie he could do with a drink. He asks Jamie if he fancies a pint. Jamie is surprised at the offer, but he thinks Mark is cool and he agrees.

When they get to the pub Mark tells Jamie to sit down while he gets the beers. When Mark returns they drink and have a laugh telling each other jokes. Mark buys more beers and Jamie gets drunk.

Jamie

- Would you go to the pub with him?
- Would you drink the alcohol he bought?

Mark

- Why does Mark want Jamie to spend time with him?
- Why does Mark want to buy Jamie alcohol and treat him like an adult?

Scene four

They have been in the pub for three hours and Jamie has had a few more drinks. He feels like Mark understands him and tells him that he doesn’t want to go home.

Mark says it’s OK, Jamie can come home with him for another drink at his place. He tells Jamie he can have a little smoke with him too and gives him a wink.

They go back to Mark’s place. It’s nice and Jamie is told to make himself comfortable. Mark gives him some weed to make a joint and goes to the kitchen to get drinks.

Appendix 9 Risk scenes – Jamie’s story

Jamie sits on the sofa. Mark comes in with a vodka and coke for him. He sits down next to Jamie on the sofa and hands him the drink. Jamie is shocked when Mark rests his hand on his leg.

Jamie

- Would you go home with Mark?
- Would you smoke the weed?
- Would you let him touch you?

Mark

- Why does Mark want Jamie to go home with him?
- Why does Mark offer Jamie more to smoke and drink?
- Why does Mark touch Jamie?

Scene five

Jamie isn't sure what's going on and whether Mark is just being friendly or not. He doesn't know what to do and doesn't want to cause a scene as Mark has been so generous to him. Jamie knocks back the vodka and coke and Mark keeps his glass topped up. Mark is telling jokes and they're having a good laugh. Jamie feels like he's getting drunk quicker than he usually does. He's drunk vodka before but has never felt so out of it. Everything is going blurry and Jamie is struggling to keep his eyes open.

Jamie suddenly comes to. He must have passed out. His head hurts and he feels sick. It slowly dawns on him that he's in a strange bed with no clothes on. Mark enters the room. He gives Jamie £30 and tells him there'll be more if he comes back tomorrow.

Jamie

- Why is Jamie vulnerable?
- What risks are there for Jamie?
- What options does Jamie have?
- How might Jamie feel?
- What do you think Jamie will do?
- What advice would you give Jamie?

Mark

- Why does Mark give Jamie money?
- What might have made you concerned about Mark's behaviour?

Appendix 9 Risk scenes – Lee’s story

Lee’s story

Scene one

Lee is 15 years old. He is at home logged on to an internet chat room for young people. He gets a message from Tony, who is 16 and lives nearby. Lee has only just started visiting the chat room, but reckons there are a lot of weirdos so he is relieved to have a decent conversation with Tony.

Lee realises that he has been speaking with Tony for nearly three hours and feels as if he knows him really well. They have been speaking about music, where they live and football. Lee’s parents have checked on Lee and are glad that he is safe indoors.

Tony tells Lee that he has enjoyed talking with him because he seems to be really mature for his age, unlike some of the other people in the chat room. Tony tells Lee that he goes to the local college and sends Lee some music. He asks Lee if he will be online at the same time tomorrow.

Lee

- Would you talk to someone on the internet for three hours?
- Would you tell that person where you lived?

Tony

- Why does he ask about where Lee lives?
- Why does he give Lee MP3s?

Scene two

The next day, Lee is excited about going online and speaking with Tony. Lee doesn’t find it easy to make friends at school so he is surprised how easy it has been for him to make friends with Tony.

Tony asks Lee who he lives with. He tells Tony that he lives with his parents and grandmother. Tony asks if they work or stay at home. Lee doesn’t want to talk about his family, but tells Tony that his parents work every day and his grandmother is always home.

Tony asks Lee if he has a girlfriend and Lee is embarrassed to say he doesn’t. Tony asks Lee if he has had sex yet. Lee doesn’t answer him. Tony says he has lots of girlfriends and that he and Lee could go and meet some of them.

Lee

- Would you tell Tony who was at home and when?
- Would you talk to him about sex?

Appendix 9 Risk scenes – Lee’s story

Tony

- Why does Tony ask when his family are at home?
- Why does he want Lee to meet his girlfriends?

Scene three

Lee speaks to Tony online for two weeks, almost every day. Lee has another argument with his parents about always being on the computer and not doing his homework.

Lee gets angry and ends up shouting and swearing at his parents. He sees Tony is online and begins telling him what has happened. Tony tells him that his parents are ‘fools’, that he should ignore them and that they know nothing.

Tony asks Lee if he wants to meet up now and Lee says OK. They exchange mobile numbers. Tony tells him he doesn’t have enough credit for calls, but he will text to say where. Lee says this is cool. Lee leaves the house and waits for the text.

Lee

- Would you give him your phone number?
- Would you go to meet him?

Tony

- Why does he call Lee’s parents fools?
- Why does he ask to meet Lee?

Scene four

Tony texts Lee, saying to meet him outside the park and to look out for a blue car. He says he has borrowed his cousin’s car so they could go for a drive about. Tony suggests that they go and look for some girls in the area.

Lee arrives and sees the car. Tony opens the car door and Lee gets in. Lee is shocked; Tony looks a lot older than 16 – more like 26. Lee is nervous, but he gets in the car.

Tony smiles at Lee and tells him it is good to meet him after all this time. Lee can smell alcohol on Tony’s breath. Tony puts his hand on Lee’s leg and says ‘Let’s go and have some fun’. He locks the doors and drives away fast.

Lee

- Would you meet someone in a park?
- Would you get in the car with him?

Tony

- Why did he say he was 16?
- Why is he taking Lee in his car?

Appendix 10

Risk management toolkit

There is no such thing as 'zero risk': all we can do in any situation is manage the possible risks and balance them against what we stand to gain.

These risk management tools will help you explore ways you can think ahead to manage risk and reduce your vulnerability.

Think of these as items you might choose to put in your pocket before you leave the house or go on a night out. What would you take? What would you leave behind? What gives you the best balance between having fun and not being harmed?

You will notice some of these things work together; one without the other will be no good. You will also spot some of them are red herrings that will never reduce risk.

What is important is using your judgement to select carefully for different occasions. Think about your options and the consequences.

*Richard
White*

Name of contact

It can be hard to know exactly who it is you are with, especially when people use nicknames or gang names. Often children and young people don't have the confidence to ask the full name of people they have just met. But it is very hard for the police to take any action or protect you if they do not have the full name of an adult who is a concern or has committed an offence.

Suggestion: Ask a simple 'What is your name/surname?' followed by 'That's nice/unusual etc'. If someone uses a gang name, you could ask, 'How did you get that name?' or 'What's your real name?'. If the person questions why you want to know you can always play it down by saying you are just interested.

Money

Money is handy in many ways: to make a call from a pay phone; to get a bus; to buy water or food. Even a small amount of money could get you out of trouble.

Suggestion: You do not need much – 50p is enough for a payphone call (remember emergency 999 calls are free). Keep your money to yourself and always have a small amount kept separately for an emergency.



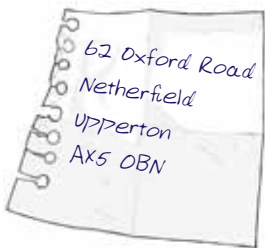
Appendix 10 Risk management toolkit



Magic mushrooms

These won't help anyone manage risk. They are hallucinogenic, can make you see and feel things very differently from reality and distort your thought processes. Being natural plants, it is difficult to know their strength. They are also illegal.

Suggestion: Leave well alone. They are likely to increase your vulnerability, as would any drug. If you do take anything, make sure you are with someone you trust who knows you and can look out for you. Don't take any substance from or with someone you don't know well.



An address

Know exactly where you are going and where you are. If someone takes you somewhere you don't know, look for the road sign and check the number of the house/flat. Look out for landmarks, like a shop name or a church.

Suggestion: It is a good idea to text someone details of where you are, in case anything ever happens. This is particularly important if you are on your own.



Your brain

You need to be able to think clearly if something happens to you or something goes wrong. Drugs and alcohol mess with your brain and decrease your ability to reason logically, making you less able to think over your options and make decisions about risk.

Suggestion: Keep a clear head. Also two heads are better than one. If you have to make a risk management decision, ask someone you trust what they think you should do. Consider all your options and think about the likely consequence of each action.



Bus route

It is good to have an idea of bus routes, especially if you are going somewhere new. But most bus stops have signs showing the routes. You can always tell the driver where you are going and that you need a certain stop.

Suggestion: Think about where you sit on the bus. It is best if the driver can see and help you if anyone gives you trouble, or just monitor what's happening. In the worst case scenario, if something bad did happen, they could be a witness.

Appendix 10 Risk management toolkit



Someone you trust knowing where you are

Trust is developed through time and experience. Who do you really trust? Who pulls through for you, gives you insightful advice and has your best interests at heart? Let this person know where you are and what you are doing.

Suggestion: You need to think carefully about this one and really justify to yourself why you trust this person and can rely on them. Remember, this person can only help you if you keep in contact with them.



Alcohol

This does not help manage risk. It lowers inhibitions, so things you may be cautious about when sober don't seem a big deal. If you are drunk you are vulnerable, sometimes unable to get your balance, think clearly or speak clearly. In this state you cannot protect yourself. Know what you are drinking and be careful your drink is not spiked. Be cautious about letting people you don't know buy you drinks – alcoholic or not. It is nice to be bought a drink, but in risk terms, it is not worth it.

Suggestion: If you find it hard to say 'no thanks' to a drink make sure you see it being opened and served, watch it in your hand, keep your thumb over the top if it is in a bottle and make sure a trusted friend is watching it carefully when you go to the loo. If you do drink alcohol, drink in moderation. And be aware that alcohol can affect you differently on different days. What you drink easily one day could knock you flat another. Always drink water as well.



Emergency numbers

Even if you know who to call and you have the money, don't forget to have the number somewhere safe. Have the numbers of a couple of people you trust written down and in more than one place – in your pocket as well as your mobile.

Suggestion: The number of one trusted person is good, but it never hurts to have a back up. Try to memorise the numbers of two people you could trust in an emergency.

Appendix 10 Risk management toolkit



Taxi number

Have the number of a taxi firm you know and trust. Do not ever get in an unlicensed taxi. Not only are these illegal, meaning you are uninsured if there is an accident, but the statistics for passengers in illegal taxis being raped are very high.

Suggestion: Look for licensed cabs with a numbered disc in their windows. Some private hire firms will text you the make, model and number plate of the taxi before it arrives so you know what car to expect.



Mobile phone

Make sure your phone has credit, is fully charged and be aware of how good the reception is where you are. Have the numbers of your emergency contacts saved. Don't wait until there is an emergency to use your phone, get into the habit of letting someone know where you are and when you have arrived back safely.

Suggestion: Always try to have your mobile with you. If you have no reception, make an excuse to go to a different room to see if you can find any. Emergency calls to 999 are always free, you don't need credit. Remember, mobiles can be lost or just not work – never rely on your phone completely.



Condoms

Carrying a condom means that if you decide to have sex you can use it as a barrier to protect yourself from infections, diseases and unwanted pregnancy. But they are only as good as their use. You have to be confident enough to speak to someone assertively about it and know how to use them.

Suggestion: Sexual health clinics, school nurses and the internet can all give you information about condom use. Talk to someone professional in confidence, or to someone you trust. Don't let anyone pressure you into not using protection; if they try to pressure you, you should question how much they really care about you. Don't take the risk, it's your life and it's the only one you have.

Appendix 10 Risk management toolkit



Cannabis

Like magic mushrooms, this won't help you. It is common for people to use it, but it still distorts your thoughts and for some people it can be highly dangerous, bringing on cannabis psychosis. Generally it will make you feel euphoric, lethargic, paranoid or all of these things. Remember, it is still an illegal drug.

Suggestion: It is best to leave cannabis well alone. If you do use it, be sure you are with people you know well and trust.



A good friend

A good friend is someone you respect, who is of a similar age to you and who listens to you, gives good advice, respects your family and other friends and, most of all, respects you. If you have a good friend to visit places with and to tell about what is happening in your life you reduce your risk and vulnerability because you will be getting a good second opinion.

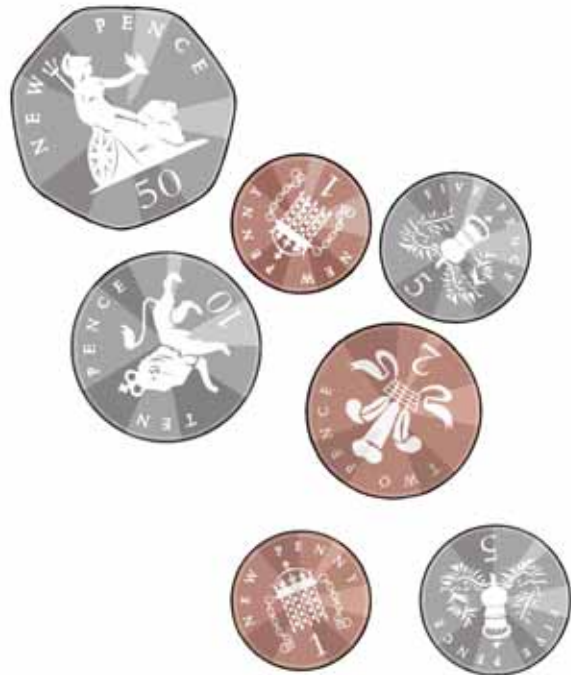
Suggestion: Remember, it takes work – you have to make the effort to communicate and make your friendship good. If you close out your friend they cannot help you. And you need to be looking out for them too.

Risk management tools



Richard
White

The full name of the
person you are with



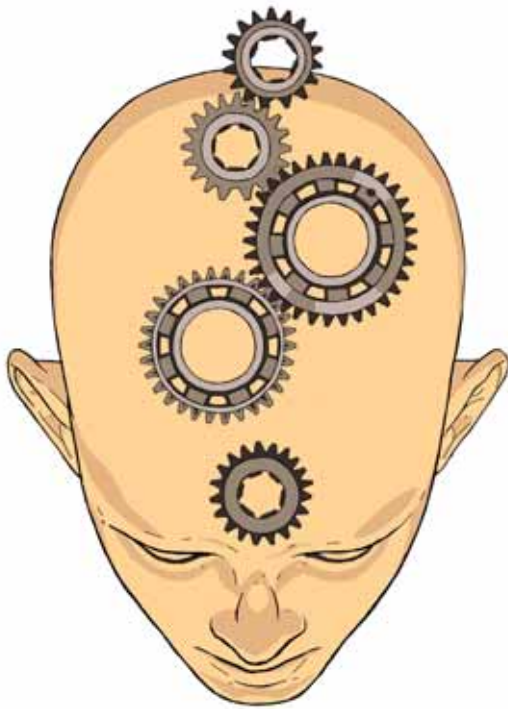
Money



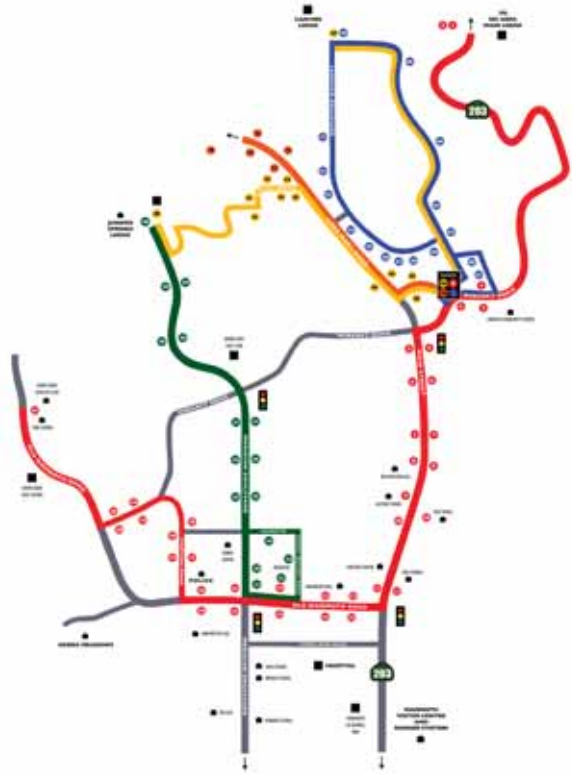
Magic
mushrooms



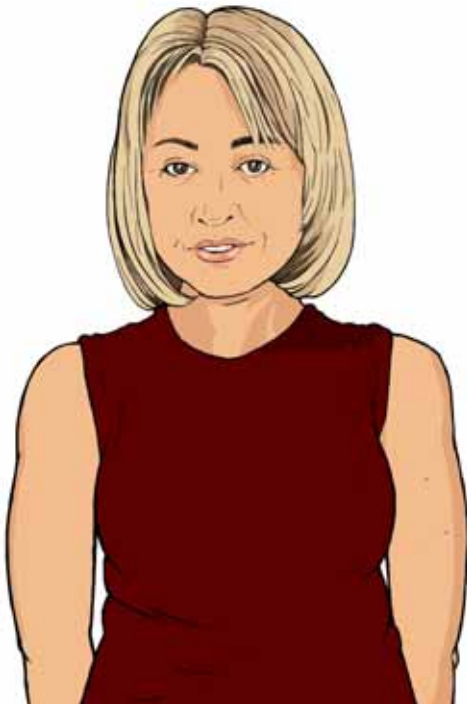
Emergency
numbers



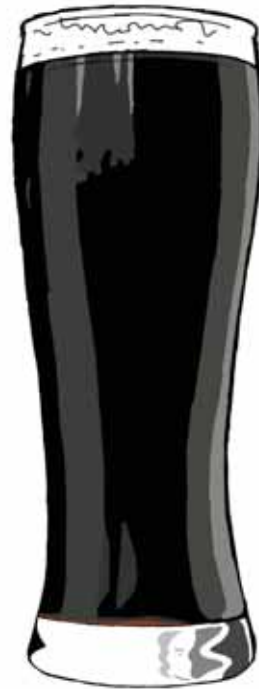
Your brain



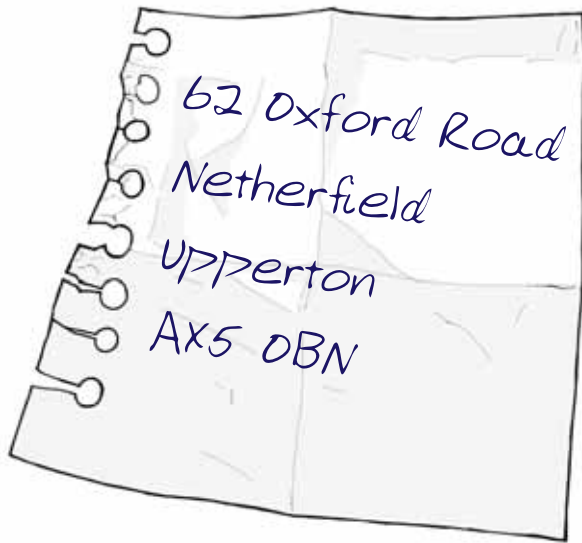
Bus route



Someone you can trust
knows where you are



Alcohol



An address



Taxi number



Phone



Condoms

Appendix I | Risk management tools



Weed



Good friend

Appendix 12

Trustworthy adults word search

X R K C A T Y V N E E X C A U G T Y
C Z E R O A J I O S Y H Q M S E N K
C T E C F U J H R R W L I D A D W N
J E D Q I B N U Q Y Z E E C B D M F
N A R A P F N S N Q J F H B O A O W
Q C U Z L L F M E U N I L C W X W W
M H M D O K I O D L N W T M R Q A R
D E I O C P R D E G L O M A U V I E
D R H Z Y M L W A C R O B R H J O K
P C T N Z X G S X K I A R X G P G R
S Y D L N C S F U T S L N M B W Z O
O W S F W I Y O U T H W O R K E R W
G B T Q S W K G U T Z C Y P O D G L
A A A T H B O L U F M D W W W W A A
L H A K F W K E C V U M V V K Y R I
W N R E K R O W S N O I X E N N O C
T W C E E D E K C P M T N D P N I O
R B A F W H E O Z T Q V F F C B Z S

CONNEXIONSWORKER

COUNSELLOR

DOCTOR

POLICEOFFICER

SCHOOLNURSE

SOCIALWORKER

TEACHER

TEACHINGASSISTANT

YOUTHWORKER

Appendix 12 Trustworthy adults word search

The Solution



(Over,Down,Direction)

CONNEXIONSWORKER (18,16,W)

COUNSELLOR (4,1,SE)

DOCTOR (16,4,SW)

POLICEOFFICER (14,13,NW)

SCHOOLNURSE (1,11,NE)

SOCIALWORKER (18,18,N)

TEACHER (2,3,S)

TEACHINGASSISTANT (17,1,SW)

YOUTHWORKER (7,12,E)

Appendix 13

Wheel of equal, consensual and respectful relationships



Adapted, with kind permission, from original work by Duluth Domestic Abuse Intervention Project, Minnesota, USA.
www.duluth-model.org

Appendix 14

Is there consent?

Scenario A

Lindsey is in bed with her husband Mal. Mal wants to have sex but Lindsey says no, she wants to go to sleep. Mal complains that she always says no lately, but Lindsey goes to sleep anyway. She is woken later by her husband beginning to have sex with her. When she tells him to stop he does not.

Scenario B

Tim's boyfriend George is staying over at Tim's flat and they are watching a DVD. George wants to have sex, but Tim is not in the mood because he is still annoyed about a fight they had earlier. When Tim keeps saying no, George gets violent and starts trashing the flat. He says he'll smash up Tim's computer and games. Tim isn't sure what George will do next so he stops saying no. They are both 19 years old.

Scenario C

Maria (16) is visiting Paul's sister at the family's home. Paul (12) is getting changed when Maria comes into his bedroom and touches him inappropriately. He tells her to stop but she says that perhaps he shouldn't argue because she knows some secrets that he wouldn't want his family to find out. Paul thinks maybe he should just let Maria do what she wants.

Scenario D

Greg and his girlfriend Nita are both 18 and have been going out for a few weeks. One Friday Greg takes Nita out. Nita is really impressed at how generous Greg is as he buys her loads of drinks. Nita starts to feel pretty drunk so Greg says they can go back to his place as it is closer. He says it's OK, he will sleep on the sofa if Nita wants. When they get to Greg's flat, Nita passes out. Greg undresses Nita and sexually touches her.

Agony aunt letters

I have been seeing my boyfriend for about a month now. He says he wants to take our relationship further, but I'm not sure. He's more experienced than me and I don't want to do anything wrong. Also I need some advice to make sure I don't get pregnant and I'm scared what would happen to us if anyone found out we were having sex. I don't want to ruin everything by telling him I'm not ready yet. What do you think I should do?

Emma, aged 14

My girlfriend and I have been together for three months. I really like her and it's been going great. She's started hinting that she'd like us to have some privacy and that she's got a lot planned for me. It's not that I don't want to, but I'm scared what she's going to think when she realises I've had no experience at all. She's older than me and could easily find someone else. Have you got any ideas?

Gary, aged 15

Appendix 15 Agony aunt letters

I've just found out I'm pregnant. My boyfriend says we should find out about a termination, because it's not the right time. I'm not sure. It feels like such a big decision. If my dad finds out, I don't know what he'll say. What do you think I should do? I don't want to lose my boyfriend.

Jasmine, aged 16

My boyfriend Sean is two years older than me, so he normally makes most of the decisions. At first I didn't mind, but now it's starting to annoy me. I want to have a say about what we do and who we see and stuff. We only ever see his friends. What should I say to him? I don't want to break up or start an argument.

Carter, aged 16

Appendix 15 Agony aunt letters

My boyfriend and all his friends are a bit older than me. They go out loads and sometimes take drugs, but only to have a laugh on a big night. So far I haven't tried anything, but I don't want to seem like a kid. I'm in foster care and get a load of hassle when I'm out late, so I've started making excuses to stay in. I'm worried that my boyfriend is getting annoyed about it though and I don't want him to meet someone else. What do you reckon?

Dev, aged 15

My girlfriend Melanie is really great, we've been together nearly a month. She treats me really well, but for the last few days she's been so stressed because she's got money problems. She let slip that it's because of all the money she's spent on taking me out and buying me all these little presents. The other night her friend Karl told me I could make Melanie some money if I posed for some pictures for them. It sounds ok but I'm not really sure. I'd do anything to help Melanie though.

Katie, aged 14

I'm 13 and have been living with my big sister since our mum got ill last year. I hang around with my sister's friends a lot, 'cos I don't really get on with people at school. One of her friends, Justin, has been really good to me. He lends me money and looks out for me. Without him, I'd have been in trouble loads of times. The other night when we were at his flat, he put his arm round me when we were watching TV. I sort of froze. I don't think of him like that at all. What should I say? I don't want to upset him or stop being mates.
Thanks,

Dean, aged 13

My youth worker Maria has really helped me over the last year. She always listens to me and has helped me get back to school. At our last session, she hugged me and told me she really likes me and thinks I'm dead mature for my age. I don't know what to do. I like her too, but I know this isn't right. She said it can be our secret, like she's kept my secrets when I've told her about my family and stuff. What do you think?

Ben, 15

Appendix 16

Healthy relationships word search

Q R L K S H H Y B T M J A U Y C Z F
Q X R Z Y O L Z R K U B N O T T W S
E L U F T H G U O H T D Y S I V N R
J C H O N E S T Y S E J X P L I X M
S B N Z P T J C E R K X S Q A H U A
E Q E E U M B Y S P Y L Y G U D P L
J H W S L J G T K C M H E E Q G Y P
H D W H C O A K K B T Q E B E I N A
I H I L V N I D K C T L R S I G U D
Z Y Z V D M G V E A Y N C B C S X C
U M W I P D F P O V Q T G A A G J F
Z D N U F R S H I N M G G N R L D X
E G A B A E D L U G P O B Z I U X I
Q Z H P R L R D S M T C U D N O T V
Z A I I A Q V J T F O X W E G N R T
H X J G J H R J B F A U X Y P H I G
B Q G B P Y H U R F L T R R K G O Z
T S R H B K A G J Y G D D U R N N E

CARING

EQUALITY

HONESTY

HUMOUR

NOVIOLENCE

RESPECT

THOUGHTFUL

TRUST

UNDERSTANDING

Appendix 16 Healthy relationships word search

The Solution



(Over,Down,Direction)

CARING(15,10,S)

EQUALITY(15,8,N)

HONESTY(3,4,E)

HUMOUR(8,12,SE)

NOVIOLENCE(10,12,NW)

RESPECT(5,14,NE)

THOUGHTFUL(11,3,W)

TRUST(10,1,SW)

UNDERSTANDING(14,1,SW)

Appendix 17

Legal or illegal?

Read through the following list and see if you think these incidents are legal or illegal. Tick the relevant box next to each situation.

	LEGAL	ILLEGAL
1. 19-year-old female having sexual intercourse with her 14-year-old boyfriend.		
2. 12-year-old female performing oral sex on an 18-year-old male.		
3. 13-year-old male being shown a pornographic film by a 34-year-old friend of his mum.		
4. 20-year-old female marrying a 16-year-old male.		
5. 24-year-old female having a sexual relationship with her 15-year-old girlfriend.		
6. A professional photographer encouraging a 13-year-old female to pose naked for sexy photos.		
7. 16-year-old male and an 18-year-old male having a consensual sexual relationship.		
8. 43-year-old man pretending to be a 15-year-old while talking on the internet to a 14-year-old girl. The man arranges to meet her with the intention of starting a sexual relationship.		
9. 15-year-old girl dating an 18-year-old male.		
10. 17-year-old female living with her 28-year-old girlfriend.		
11. 15-year-old female being locked in a room by her boyfriend, until his friend comes round to have sex with her without her agreement.		
12. 14-year-old female being chatted up at a bus stop by a 30-year-old male, who tells her she looks like she should be a model.		
13. 21-year-old female demanding that a 15-year-old male masturbate in front of her.		
14. Two 18-year-olds having sexual intercourse in front of an 11-year-old who they know is watching them.		
15. Two 15-year-olds kissing at a party.		

Appendix 17 Legal or illegal? answers

LEGAL or ILLEGAL?	Explanation
1. ILLEGAL	It is illegal to have sexual intercourse with anyone under the age of 16. This is the age of consent in England and Wales. It is described as sexual activity with a child, which includes sexual touching or penetration. This is the case regardless of whether those involved are male or female.
2. ILLEGAL	It is illegal to engage in sexual activity with a person below 16 years of age. The law also provides extra protection for those under 13 and so any kind of penetrative sex, including oral sex, will be automatically classed as rape.
3. ILLEGAL	This is illegal because it is encouraging a young person under the age of 16 to watch a sexual act – this could include sexual activity on a mobile phone, webcam, DVD or in a photo.
4. LEGAL	This is legal, provided the 16-year-old boy has the consent of his parents. This is necessary for young people aged 16 or 17 who wish to be married. When a young person reaches 18 they are legally viewed as an adult and do not need to have parental consent.
5. ILLEGAL	This is illegal because one of the people involved in the sexual activity is under 16. This is viewed as sexual activity with a child and includes any kind of intercourse, penetration or sexual touching. This is the case regardless of whether those involved are male or female.
6. ILLEGAL	This is illegal because an adult is arranging indecent photographs of a young person under the age of 18. It is illegal to make, take, arrange, distribute, show, possess with intent to distribute or to advertise indecent images of someone under 18.
7. LEGAL	This is legal because it is a consensual relationship in which both partners are over the age of 16. The age of consent for sexual activity is equal for both young men and young women, whether the relationship is same sex or between people of the opposite sex.

Appendix 17 Legal or illegal? answers

8. ILLEGAL	This is illegal. It is described under the law as meeting a child following sexual grooming. If a person over 18 makes contact with a young person under 16 at least twice (including via the phone or internet) it is illegal to meet with them with the intention of committing a sexual offence.
9. LEGAL	This is legal provided the relationship does not include any sexual activity. If the relationship were to include any kind of sexual touching, penetration or sexual intercourse then it would be illegal.
10. LEGAL	As long as this relationship is consensual, this is legal because both partners are over the age of 16. This is the case for both same sex and opposite sex couples. However it is important to be aware of whether a relationship like this is appropriate because of the age gap. Is it an equal relationship?
11. ILLEGAL	This is illegal because it is arranging a child sex offence. The 'boyfriend' was controlling a 15-year-old female in his home and arranging for a child sex offence to be committed. Additionally, the young woman has not agreed to this act. The 'friend' who has sex with the young woman is therefore committing rape of a child.
12. LEGAL	This is not illegal, however it is very concerning that an adult male is behaving in this way towards a child. It could be that the man has the intention of targeting and grooming the girl and committing future offences.
13. ILLEGAL	This is illegal. It is described as causing or inciting a child to engage in sexual activity. This includes making them strip or masturbate.
14. ILLEGAL	This is illegal. This is described under the law as engaging in sexual activity in the presence of a child.
15. LEGAL	This is legal. It is important to think about age appropriate relationships and being with someone you feel safe and comfortable with.

Appendix 18

Legal fact sheet

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

The law says it is an offence to:

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

Useful definitions as used in the Act

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

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

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

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

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

Appendix 18 Legal fact sheet

Causing or inciting child pornography or prostitution: This includes recruiting or encouraging a person under 18 to become involved with prostitution or pornography; this is still a crime even if the pornography or prostitution does not actually occur.

Things to know

- Offences against children under 13 years old are absolute offences – the offender cannot claim the defence of having believed the person to be over 16. Offences against children under 13 years are regarded as much more serious and have much longer maximum sentences.
- Where adults work in a position of trust with children and young people (eg in education, youth, health or criminal justice services) the law provides additional protection by making sexual activity with anyone under 18 illegal.
- Sexual offences can be committed by males or females.
- The law applies to homosexual or heterosexual acts.
- The legal age at which a young person can give consent to a sexual relationship in England and Wales is 16 years. Below this age, even with consent, any sexual act is illegal.
- Anyone from the age of 10, the age of criminal responsibility in England and Wales, can be prosecuted under the SOA2003 if they commit a crime covered by it.

Things to remember

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

Precise application of the law is a complex matter and the information provided here is intended to act as a guide, not specific legal advice.

Appendix 19

Police case file

Introduction

A specialist police team in London, that deals with cases where children are abused through sexual exploitation, successfully secured the conviction of the offender in this case. The sergeant who led the team gave permission for this case study to be used to help other young people and professionals understand how a case like this can be prosecuted.

The case

An adult male began to target a residential children's home. He would drive past daily, in the mid morning and early evening, as he had seen that the children and young people congregated outside the front of the building at those times.

The man selected a young girl who was of the same ethnicity as himself. She was 14 years old. He would stop and talk to her about the customs of their race and, in particular, about the constraints these can put on girls.

He found out her name and age, and he already knew she was vulnerable because she was living in the residential unit, rather than at home with her family.

He showed her affection, playing on her vulnerabilities. He began to keep her out from the unit later and later each evening, which she was not supposed to do. He gave her a new mobile phone as well so that he could contact her anytime.

He started to introduce her to his friends as his girlfriend. (It later transpired that some of those friends had previous convictions for child sex offences; in particular, offences against children living in residential units.)

He encouraged her to drink alcohol and take drugs, which he supplied. He started to get to know her friends from the unit and eventually he booked hotel rooms and hosted drink and drug binges for them.

Finally, he kept her and her friend out all night with him in a hotel. He committed sexual offences with her, knowing that she was just 14 years old. He continued sexually offending against her in this way until she was moved away from him. The local authority was so concerned for her physical and mental wellbeing that they moved her to another part of the country.

However the offender continued to contact the girl by phone and email. He found out where she was now staying from the other children he had befriended at the residential unit.

Appendix 19 Police case file

How did the police get the evidence to have him convicted?

Before his arrest:

- The girl bravely gave a video interview to the police. The police officers worked very hard to gain her trust and supported her to speak up against him. This was the most important evidence.
- The staff from the residential unit where she was living when the man targeted and groomed her took a description of him and kept a record of the times she went missing from the unit.
- Evidence from her mobile phone records of the dates and times he called or texted were linked to the times the staff had recorded. This showed a pattern of him being involved with her at those times.
- The professionals at the residential unit took his car registration number. They also kept accurate logs of when he drove past and when he was seen. This was also very good evidence.
- Letters and cards he sent to the girl were used.
- The hotel he used with her had records of the bookings. Although these were not in his real name, with eyewitness evidence from the hotel staff, the police were able to link him to these.

After his arrest:

- The police searched his house and found the number plate for the car he had used. It matched the number plate the residential unit staff had recorded.
- The police matched his phone number to the girl's phone records.
- His handwriting matched the hotel booking forms.
- The descriptions from the unit staff were accurate.

What was he like?

- He was a married man with two children.
- He lived in a three-bedroomed house.
- He had been accepted on a course at a local college to gain a qualification that would have allowed him access to children aged 10-16 years old.

What sentence did he get?

- He was charged with offences under the Child Abduction Act 1989 and the Sexual Offences Act 2003.
- He was successfully convicted on four counts of Child Abduction as well as sexual grooming and inciting a child to commit a sexual act.
- He received a five-year prison term.

Appendix I 9 Police case file

- His name was entered on the register of convicted sex offenders.
- He was made subject of a Sexual Offences Prevention Order. This means that even after he is released from prison he will not be allowed to approach any residential unit for children or local authority care establishment in the country. If he does, he can be imprisoned again.

How should sexually exploited young people be supported?

Speak up for them

To other professionals,
their family or in meetings



Care for them

Worry about them
Encourage and
support them

Make plans with them

Identify their strengths
Use their ideas



Give advice to professionals

Like social workers, police,
residential workers



Be there for them

Regularly ring them/
meet them/
text them

Understand their needs

Find out what they need
Find out what their problems are
Talk about how to meet their needs

Reduce the risk

Choose strategies they can use to stay safe
Make and support them with sexual health and
other important appointments
Give them information

Listen to them

Give them counselling
Don't judge them
Have their own worker
at a specialist service

Appendix 2 I

Useful numbers

Barnardo's

Barnardo's provides a range of services to children, young people and families across the UK. Services address problems including sexual exploitation, substance misuse and homelessness.

Head Office

Tel: 020 8550 8822

www.barnardos.org.uk

Brook

Helpline providing free, confidential sexual health advice and contraception for young people, up to age 25.

Tel: 0800 0185 023

www.brook.org.uk

ChildLine

Free, confidential 24-hour helpline that offers support for any kind of problem.

Tel: 0800 11 11

www.childline.org.uk

FRANK

A free service providing advice to people of all ages about drugs; can provide information about local support services.

Tel: 0800 77 66 00

www.talktofrank.com

Missing People

A helpline providing support, advice and practical help for friends and family concerned about someone who is missing.

Tel: 0500 700 700

www.missingpeople.org.uk

NSPCC

Child protection helpline gives information, advice and counselling to anyone worried about a child.

Tel: 0808 800 5000

www.nspcc.org.uk

Appendix 2 | Useful numbers

Rape and Sexual Abuse Support Centre

Support by telephone and post, counselling for women and girls, also a referral service for boys and men.

Tel: 020 8683 3300

www.rasasc.org.uk

Refuge

Offers accommodation and support to women and children escaping domestic violence.

Tel: 0808 200 0247

Runaway Helpline

24-hour confidential free phone number providing support and a 'message home' service.

Tel: 0808 800 7070

runawayhelpline@missingpeople.org.uk

Sexwise

Free confidential advice on sex and relationships for under 18s.

Tel: 0800 28 29 30

www.ruthinking.co.uk

Suzy Lamplugh Trust

Campaigns on personal safety issues and provides advice on personal safety and how to avoid putting yourself at risk.

Tel: 020 7091 0014

www.suzylamplugh.org

Victim Support

Free, confidential support to help anyone deal with an experience of crime, whether they go to the police or not.

Tel: 0845 3030 900

www.victimsupport.org.uk

Assessment and evaluation resources

For more help with developing assessment and evaluation procedures for use in conjunction with this programme, you may want to consider the following resources:

Publications

Barnardo's (2006) *The Evidence Guide – Using research and evaluation in social care and allied professions*.

www.barnardos.org.uk/theevidenceguide

Blake & Muttock (2005) *Assessment, evaluation and sex and relationships education*.

National Children's Bureau, London.

www.ncb.org.uk/sef

Government Chief Social Researcher's Office (2003) *The Magenta Book: Guidance notes for policy evaluation and analysis*. Cabinet Office, London.

www.policyhub.gov.uk/evaluating_policy/magenta_book/index.asp

Lewis and Martinez (2006) *Addressing healthy relationships and sexual exploitation within PSHE in schools – Sex Education Forum Factsheet 37*.

National Children's Bureau, London.

www.ncb.org.uk/sef

Barnardo's has also produced several reports about sexual exploitation and how it can be addressed.

www.barnardos.org.uk/research_and_publications

Organisations

Charities Evaluation Services – provides training, information and advice on quality and evaluation systems for the voluntary sector.

www.ces-vol.org.uk

Research in Practice – supports evidence-based practice with children and families.

www.rip.org.uk

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