



NWG CHILD (SEXUAL) EXPLOITATION ASSESSMENT TOOL

The CSE Response Unit is for professionals from all sectors who want to understand and improve their response to CSE, trafficking and modern slavery. Access resources, tools and dedicated support from experienced practitioners in tackling child sexual exploitation (CSE).

Benchmarking
Access to Resources
Guidance
Telephone Support
Signposting to Peers
Direct Engagement

NWG CHILD SEXUAL EXPLOITATION (CSE) ASSESSMENT TOOL

Introduction

Child Sexual Exploitation is defined in the Department for Education guidance as:

'Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual.

Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology'.

You can access the Department for Education guidance [here](#).

This assessment tool is designed to identify the needs of a child/young person who may be vulnerable to being sexually exploited, is being groomed or targeted for the purposes of sexual exploitation or is being sexually exploited. The tool will also support practitioners to identify the most appropriate intervention(s) for the child and their family.

The Office of the Children's Commissioner (OCC)¹ produced a warning signs and vulnerabilities checklist that can be found on page 114 and accessed [here](#). It is important to remember that any checklist cannot be an exhaustive list.

No child is immune from the threat of child sexual exploitation and whilst particular life experiences, as reflected in the OCC checklist, are associated with increased risk, these experiences on their own should not be used to determine or diagnose that a child is being sexually exploited; particularly as some children who are sexually exploited/abused will display no obvious indicators of risk. An overreliance on looking for signs of exploitation/abuse should be avoided as potential victims, or those at risk, of sexual exploitation could be missed.

To promote child centred practice, practitioners should engage with and listen to children and young people as well as parents/carers (where appropriate) to understand their needs and experiences when completing this assessment.

In the event that the child is in danger or you need an immediate police response, call 999.

¹ (Interim Report Nov 2012)

1 Principles of engagement and assessment

The following principles underpin effective assessment and promote the engagement of children/young people and their families in the assessment process:

- Assessments should be holistic in approach, examining risk and protective factors and addressing the child's needs within their family/living environment, their peer group, their school and wider community
- Assessments should understand the unique needs of each individual child and avoid 'one size fits all' assumptions about different groups of children
- Assessment should adopt a broader perspective than cases of intra-familial child abuse and should not be limited to an assessment of parental capacity
- Assessments should recognise that grooming can cause a breakdown in the protective ability of parents/carers
- Assessments should be underpinned by professional curiosity and not simply rely on checklists, disclosures or what is or is not known. If something is not known, professionals should not assume that it may not be happening
- Assessments should provide an analysis of the information gathered, drawing on professional judgement
- Assessments should consider the impact of the issues identified in the assessment on the child and identify the support that is required to meet their needs
- Assessments should focus on outcomes, not process
- Assessments should avoid any suggestion of judgement or blame in respect of either the child or the parent/carer
- Children/young people and their parents/carers should be actively engaged in the assessment process. Children who have been abused have already experienced a loss of control and the assessment process should be managed so that the child can meaningfully participate
- Children/young people and their parents/carers will require time to develop trust and relationships that underpin effective assessment; assessment should therefore be an ongoing process and young people should feel like you have all the time they need
- Children/young people and their parents/carers should be afforded the opportunity to tell their story rather than respond to a series of questions i.e assessments should happen through conversation rather than as a response to a list of questions
- Children/young people should be told that you are worried about them and why; this will help the child to understand that you will take seriously any information that they do share
- Children/young people should be asked what is happening rather than told what you think is happening
- Children/young people should receive a comprehensive explanation as to what will happen with the information gathered.

2 Identifying details

2.1 Child/Young Person's Name

2.2 Address

2.3 Aliases/Nicknames

2.4 Telephone Number

2.5 Age & DOB

2.6 Gender

2.7 Disability (learning or physical)

2.8 Language(s) spoken

2.9 Ethnicity

2.10 Religion

2.11 Immigration status

2.12 Legal status

2.13 Family Members/Carers

Name	Relationship	DOB	Parental responsibility
------	--------------	-----	-------------------------

2.14 Children's Social Care ID (If relevant)

2.15 Police Log Number (if relevant) /Crime Reference No

2.16 NHS Number (If known)

2.17 General Practitioner

2.18 School/Education Establishment attended (UPN - Unique Pupil Number - if known)

2.19 Type of School (mainstream, special school, pupil referral unit, alternative provider, college)

2.20 Education Status: In full-time education, pre-16, post 16, elected home school educated, on reduced timetable, not on school roll.

3 Practitioner and agency details

3.1 Name of the Worker completing assessment

3.2 Role of the Worker

3.3 Agency

3.4 Relationship of Worker to the young person

3.5 Contact details

3.6 Line Manager or Safeguarding Lead details

3.7 Date assessment started

3.8 Agencies contributing to the assessment:

Name	Role	Agency	Contact details	Contacted as part of assessment	Date of contribution
------	------	--------	-----------------	---------------------------------	----------------------

3.9 Suggested review date

IF YOU REQUIRE EXTRA SPACE TO ADD ADDITIONAL INFORMATION - PLEASE ADD IT IN SECTION 11, REFERENCING THE RELATING QUESTION NUMBER

4 Assessment

4.1 Outline of the reasons that have resulted in this assessment being completed

4.2 Other previous or current assessments of child and/or family YES NO

4.3 Type of assessment

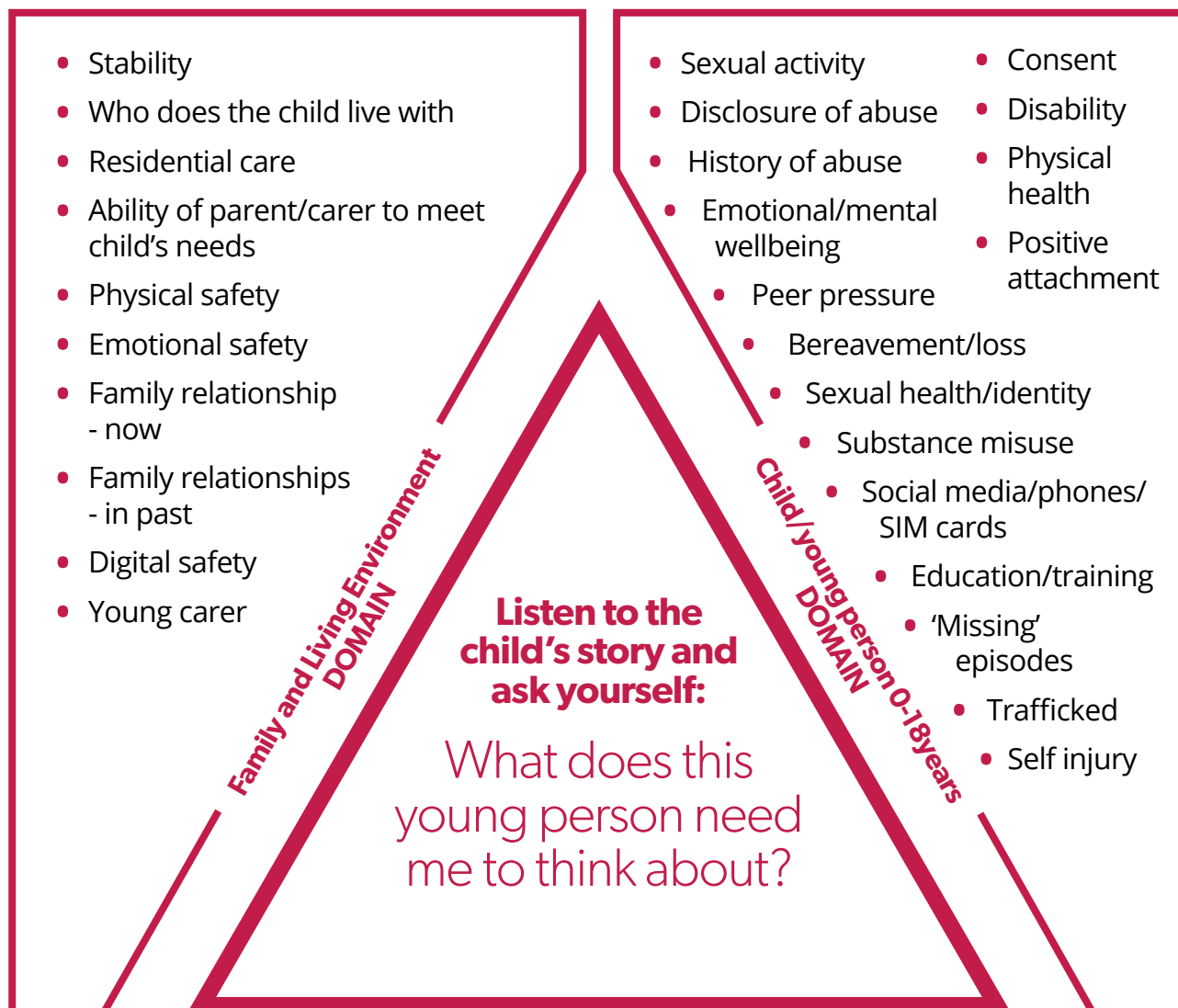
4.4 Date

4.5 Has a previous CSE assessment been completed YES NO

4.6 (If yes, date of completion of last assessment/further details)

5 CSE Assessment Framework

The diagram below provides a framework to explore the child or young person's needs. You will need to work with the child/young person and their parent(s)/carer to consider factors from each of the 3 domains in your assessment. The bullet points are intended to act as a guide to help you respond to the questions in the next section.



DOMAIN Locality and wider community

- Access to support services
- Support network
- Friends/peers
- Risky people (on/off line)
- Risky places
- Gang neighbourhood
- Criminal associations/offending
- Isolation
- Transport/vehicles
- Things to do/lack of things to do

5 CSE Assessment Framework (continued)

CHILD/YOUNG PERSON DOMAIN

5.1 What creates or increases the child's vulnerability?

5.2a Does the child have any additional emotional or learning needs, e.g. SEND? (consider capacity assessment and EHCP)

5.2b Do you or anybody else suspect that the child has an undiagnosed learning disability that may impact on their behavior?

5.3 What evidence, if any, is there that the child is being [trafficked](#) for the purposes of sexual exploitation?

5.4 What positive relationships and/or activities have you identified or are there any that could be developed?

5.5 What do you need to know more about?

5 CSE Assessment Framework (continued)

FAMILY AND LIVING ENVIRONMENT DOMAIN

5.6 How does the child's family and/or living environment impact on the child's needs and vulnerability?

5.7 What protective factors exist or could be developed in the child's family and/or living environment?

5.8 What do you need to know more about?

LOCALITY AND WIDER COMMUNITY DOMAIN

5.9 How do people, locations and other factors in the locality and wider community impact on the child's needs and vulnerability?

5.10 What protective factors exist or could be developed in the child's locality and wider community?

5.11 What do you need to know more about?

6 Child/Young Person and Parent/Carer views

6.1 What are the child's views about their needs and the risks they face?

6.2 What do they want for the short and longer term future?

6.3 What are the parent(s)/carer(s) views about the child's needs and the risks they face?

6.4 What do they want for the child's short and long term future?

7 Assessment

7.1 Based on the assessment above, please provide your professional opinion of risk or harm by selecting **ONE** of the boxes below (please also tick if there is evidence of other forms of exploitation and give details)

CSE currently not a factor at this time/concerns relate to age appropriate behaviours

Evidence² of vulnerability to sexual exploitation

Evidence² of being groomed or targeted for the purposes of sexual exploitation

Evidence² that child is being sexually exploited

²On the balance of probability (This phrase has been explained to mean more likely than not).

Please tick the box below if you have identified evidence of other forms of exploitation

Evidence² of other form(s) exploitation e.g. drug trafficking, trafficking*, modern day slavery

*Please note that the threshold for referral to National Referral Mechanism ([NRM](#)) is that there are reasonable grounds to believe the individual is a potential victim of human trafficking and modern slavery and if your assessment has identified reasonable grounds then a referral should be made to the NRM.

8 Analysis What does the information gathered tell you?

8.1 Your assessment of the risks the child faces, any harm they are experiencing and their needs.

8.2 What information has your assessment identified about other children, including siblings and friends, who may be at risk of, or are, being sexually exploited?

Who needs to know about this information and have you told them?

8 **Analysis** What does the information gathered tell you? (continued)

8.3 What information has your assessment identified about alleged perpetrators/suspects?

Who needs to know about this information and have you told them?

8.4 What information has your assessment identified about risky locations?

Who needs to know about this information and have you told them?

IF YOU REQUIRE EXTRA SPACE TO ADD ADDITIONAL INFORMATION - PLEASE ADD IT IN SECTION 11, REFERENCING THE RELATING QUESTION NUMBER

9 Planning

What does this child/young person need to make them safer and meet their needs; also consider the needs of the parent/carer and how they can be involved in the protection of their child.

9.1 Short term:

9.2 Long term:

9 Planning (continued)

9.3 How will you know the child is safer and their needs are being met?

9.4 What support do you need as a professional working with this child to promote their safety? Please set out the actions that should be included in the child's plan to make them safer and meet their needs. Also consider the needs of parents and their involvement in the protection of their child as well as the disruption and investigation of perpetrators. Please identify leads for each action and timescales for completion.

9.5 Date assessment completed:

10 Planning (continued)

10.1 Consider which of the following actions should be taken following completion of assessment (not an exhaustive list):

Date completed:

- Dial 999 to secure an immediate police response
- Discuss with Line Manager/Safeguarding Lead
- Contact local CSE Coordinator
- Provide single agency support
- Coordinate multi-agency early help support
- Refer to MASH/Children's Social Care
- Share intelligence with Police
- Request/arrange a multi-agency meeting e.g. strategy meeting, Child in Need Meeting or other meeting as required by local CSE pathway
- Explore/address suitability of child's living arrangement
- Arrange a GP review
- Arrange a sexual health assessment/review (Consider SARC services)
- Contact School Nurse
- Secure services to meet the health needs of the child
- Work alongside parents/carers to identify and respond to their needs
- Address any issues in relation to the child's education
- Refer to specialist CSE team (if applicable)
- Refer to specialist CSE services e.g. voluntary sector project
- Refer to National Referral Mechanism (to be actioned by First Responder) [Link](#)
- Seek legal advice or ask Local Authority to seek legal advice
- Consider disruption options (that you or others can take)
- Deliver preventative work eg online safety
- Address transition issues including referral to adult services
- Refer to CEOP
- Agree date for review of assessment
- Step down or closure

10.2 Management oversight and management sign off

11 Additional Information

Additional information - please reference the relating question number

11 Additional Information (continued)

Additional information - please reference the relating question number

11 Additional Information (continued)

Additional information - please reference the relating question number

STILL NOT CONFIDENT?
CALL THE RESPONSE UNIT
HELPLINE ON 0300 303 3032

For more specialists requirements NWG have a range of multi-disciplinary training courses suitable for all. Visit nwgnetwork.org to learn more.