

Staff Update on Child Criminal Exploitation

- *Notes for DSLs*

Take a look at the clips available on cce.lgfl.net (these can also be accessed via [YouTube](#)). Select the clips that you think would be of most interest to your staff and use some of the questions below to help reflect and extend safeguarding practice in your school.

When presenting these, you might find it effective to use the **Think-Pair-Share** method. Have staff reflect silently on a particular question, discuss it in pairs, and then bring the core themes back to the wider group. This helps lower the anxiety of discussing sensitive safeguarding topics and encourages honest peer-to-peer dialogue.

We suggest that the DSL should lead and facilitate such training/CPD to ensure that any queries and comments from staff can be responded to appropriately, as per the school's safeguarding policies and procedures. More information about CCE can be found in [Keeping Children Safe in Education](#) (Annex B) and at cce.lgfl.net.

Understanding CCE and Definitions

1. How would you define Child Criminal Exploitation (CCE) in your own words, and how does it differ from peer-on-peer abuse?
2. What different forms of CCE have you heard of?
3. What do you think are the biggest misconceptions adults hold about what a victim of exploitation looks like?
4. Are there any groups of children in our school who you think are more at risk to CCE? Are there any children who you think do not have a strong sense of belonging within the school?

Recognising Indicators

5. How do our current attendance monitoring systems help or hinder our ability to spot early signs of exploitation?
6. Are there specific areas of our school grounds or local area that you feel are "hotspots" for grooming, and why?
7. When a student is disruptive, how often do we consider the possibility of them being a victim rather than just a perpetrator?
8. How do our personal biases regarding a student's background, family, or past behaviour influence our threshold for flagging concerns?
9. Are you familiar with the term "adultification"? To what extent do you think adultification is a risk in our setting and for which children?
10. Are there any children currently, who you are worried might be being groomed or exploited?

Prevention and School Culture

11. How accessible do you believe our safeguarding reporting pathways are for pupils and parents?
12. If a student shared a concern about a friend being "involved in something," how prepared do you feel to handle that disclosure effectively? What could we do to help staff be more prepared for this?
13. What is the biggest barrier you face in building the kind of trusting relationship that might encourage a student to confide in you about exploitation?
11. Do you feel the current curriculum provides enough space for students to discuss exploitation in a safe and age/developmentally appropriate way?
12. How safe do you think children feel at school? What evidence do we have for this? Is this the case for all children?

Systems and Multi-Agency Collaboration

13. How can we better involve parents and carers in the conversation about CCE without triggering alarm?
14. What role does the "digital life" of our students play in our safeguarding strategy? Are there any ways we could strengthen this both within school and through working with parents?
15. Are there any local organisations or groups who would could better work with to protect our pupils from exploitation?
16. Looking forward, what is one tangible change we could make to our school culture to better protect students from exploitation?