



Date: 14/02/2025  
Our ref: 01/FOI/25/013998/H

**FREEDOM OF INFORMATION REQUEST REFERENCE NO: 01/FOI/25/013998/H**

I write in connection with your request for information dated 17/01/2025, received by Greater Manchester Police (GMP) for the following information:

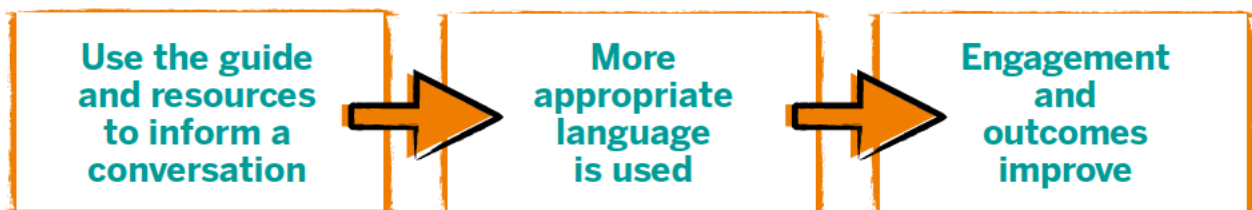
*Please provide the latest inclusive language guide document for staff and other documents used for internal diversity training.*

**Result of Searches**

Following receipt of your request searches were conducted within Greater Manchester Police (GMP) to locate information relevant to your request. I can confirm that the information you have requested is held by GMP. Please see the attached documents that have been produced by the Children's Society and the National Police Chiefs' Council.

Further information on training Police Officers receive may be available from the College of Policing.

# Using appropriate language about abuse and exploitation



Taking steps to address victim blaming will help improve the experiences of individual victims and to achieve more positive criminal justice outcomes. Victim blaming language can create distrust and negatively influence decisions to charge. Appropriate language demonstrates you have heard and believed a victim, that you are taking them seriously, and supports an evidence-led investigation and robust case. Small steps add up to make a big impact for individuals and justice overall.



You can download the full guide and access support for yourself, colleagues, and victims from The Hydrant Programme, The Children's Society and NAPAC.

**Keep this sheet in your investigation and evidence packs.**

# Support for addressing victim blaming language when working with other professionals

Victim blaming is any language or action that implies, intentionally or unintentionally, that a person is partially or wholly responsible for abuse they experience. The CSE Taskforce commissioned the Children's Society and National Association for People Abused in Childhood (NAPAC) to produce a guide and support materials in response to the 2023 HMICFRS inspection report on the effectiveness of the police and law enforcement bodies' response to group-based child sexual exploitation. It is as a resource to complement other work undertaken in forces to implement wider systemic and cultural change.

## Complex cases and multiagency meetings

Prior to meeting with a victim or witness, when writing or reviewing any documentation, or when you encounter victim-blaming in any professional setting, you can use the guide and support materials to address harmful terms and suggest more positive, accurate alternatives.

When working with more organisations, especially from different sectors, you will encounter different terminology and practice. Multiple organisations are often involved when children and vulnerable adults are victims of abuse or organised crime. This can include formal justice processes, such as advocates and interpreters when giving evidence, and multi-agency risk conferences (MARACs), multi-agency child exploitation meetings (MACEs), and signposting between services to support victims.

**If you encounter pervasive or deeply embedded issues, escalate them to your supervisor.**

## Draw on best practice for wellbeing

Vicarious trauma is a common experience of those working with victims and survivors of abuse. Victim blaming language can be as harmful to officers and colleagues as it is to victims and survivors. Addressing victim blaming language is a way for us to support colleagues, both directly within our teams and those from other forces or external organisations. Addressing such language helps establish and reinforce a positive working culture. There are some good resources on wellbeing and vulnerability, including the VKPP Officer Norms Action Impact Toolkit, and the Voice of The Victim one and two reports.

**[vkpp.org.uk/assets/Files/NVAP-Officer-Norms-Action-Impact-Toolkit-v2.3-FINAL.pdf](https://vkpp.org.uk/assets/Files/NVAP-Officer-Norms-Action-Impact-Toolkit-v2.3-FINAL.pdf)**

## Education and community outreach

Work is done at schools and across communities that emphasises staying safe or not getting involved. This approach may inadvertently suggest victims are culpable, and that education can prevent abuse, and make it harder for those affected to disclose their experiences and seek support.

There is scope for this work to include raising awareness of these crimes and the exploitation tactics used by criminals. When reviewing educational and outreach materials, emphasise the dynamics of coercion and control, and clearly highlight where support is available. You can share the guide with the organisations you work with and discuss terminology and victim blaming as part of the outreach work. This is particularly relevant for officers and staff working closing with schools or as part of safer neighbourhood teams.





# Support for addressing victim blaming language when working with victims and survivors

## Impact on victims and survivors

Any suggestion that a victim could have prevented their abuse by acting differently is deeply harmful. Many awareness raising campaigns and outreach have focused on staying safe, such as securing possessions from thieves, but these themes are not appropriate for those targeted by abusers or criminal exploitation.

Perpetrators often employ victim blaming tactics to manipulate their victims and others, minimising their own responsibility while making the victim appear complicit. When professionals use similar language, it can discourage victims from coming forward or cause them to disengage from police and other services, as it reinforces the perpetrator's narrative. Instead, use your knowledge of victim blaming to challenge these perspectives, to recognise that the victim was not complicit, was not to blame, and even if they had behaved differently the perpetrator would still have the same objective.

This guide can help challenge inappropriate views and open conversations about grooming, coercion, and control. Emphasise that these behaviours are abusive. State clearly when a behaviour is indicative of grooming, or other manipulative tactics. Ensure victims are aware of the support available to them both through policing and independently. This will help demonstrate that you have heard and believed the victim, and that these are crimes taken seriously by the police.

Being heard and believed by professionals, including police, was valued most highly by survivors in both a longitudinal study and survey about survivors and justice. Being heard and believed was considered a positive outcome alongside any formal criminal justice outcomes. Through addressing victim blaming and using appropriate language, every officer and professional can contribute to victims reflecting positively on their experiences, directly contributing to their healing and recovery (Bond, 2023; available from NAPAC).

## Draw on best practice: Operation Soteria

Recognising that victim blaming language has a negative impact on the justice process can also help us address it more effectively. We know crimes of abuse and exploitation are underreported and have high attrition rates, but programmes like Operation Soteria for adult rape have been effecting positive changes. Changing perspectives to reflect the realities of these crimes makes it easier for policing to build a case, and less retraumatising for victims and witnesses.

Operation Soteria began in 2021 to increase the number of adult rape and serious sexual assault cases reaching charge. It has introduced the first National Operating Model (NOM) for investigating rape and serious sexual offences. It is already having a positive impact, with more learning being shared across policing and with other professionals supporting victims and survivors.

**[npcc.police.uk/our-work/violence-against-women-and-girls/operation-soteria/](https://npcc.police.uk/our-work/violence-against-women-and-girls/operation-soteria/)**

## Resources and additional support

You can download the full guide and access support for yourself, colleagues, and victims from The Hydrant Programme, The Children's Society and NAPAC.



# Additional support for victims, survivors, and professionals

This list provides an overview of some of the services organisations, and forums that can help provide or connect to additional support for victims, survivors, and professionals. There are many more organisations supporting justice nationally, regionally, and locally, so check with your teams for advice about who they know and recommend, and for the appropriate contact details.

Information and support are available from the Hydrant Programme, the Children's Society, and from NAPAC.

**The Hydrant Programme**, the national policing programme supporting the National Police Chief's Council Child Protection and Abuse Investigation portfolio and leading the Child Sexual Exploitation (CSE) Taskforce.

**The Children's Society**, a national charity working to transform the hopes and happiness of young people facing abuse, exploitation, and neglect.

**The National Association for People Abuse in Childhood (NAPAC)**, the leading national charity providing specialist support for all adult survivors of any form of abuse in childhood, with a national telephone and email support service, training, research and advocacy.

## Services, organisations, and forums focused on adults and families

### 1. Independent Sexual Violence Advisors (ISVAs)

- **Description:** ISVAs provide independent support to survivors of sexual violence, helping them navigate the criminal justice system and access appropriate services.
- **How to Use:** Chief Constables can ensure that ISVAs are integrated into their victim support protocols and that officers are trained to refer survivors to ISVAs at the earliest opportunity.

### 2. National Stalking Helpline

- **Description:** This helpline offers advice and support to anyone affected by stalking.
- **How to Use:** Incorporate the National Stalking Helpline as a resource for victims of stalking and train officers to provide information about this service to those who might need it.

### 3. Rape Crisis Centres

- **Description:** Rape Crisis Centres offer specialist services, including counselling, advocacy, and support for survivors of sexual violence.
- **How to Use:** Ensure officers are aware of and have direct contact with local Rape Crisis Centres for referring victims and survivors who need specialized support.

#### 4. Victim Support

- **Description:** Victim Support provides free and confidential help to victims of crime, including emotional support and practical advice.
- **How to Use:** Police forces can collaborate with Victim Support to offer immediate assistance to victims after a crime has been reported, ensuring that victims receive continuous care.

#### 5. The Survivors Trust

- **Description:** An umbrella organization for specialist rape and sexual abuse services in the UK, offering a wide range of support options.
- **How to Use:** Promote awareness of The Survivors Trust among officers and use it as a referral pathway for survivors needing ongoing support.

#### 6. Safeguarding Adults Boards (SABs)

- **Description:** SABs provide multi-agency frameworks to safeguard and promote the welfare of vulnerable adults.
- **How to Use:** In cases involving vulnerable adults, ensure that officers are trained to engage with SABs to coordinate support efforts effectively.

#### 7. Multi-Agency Risk Assessment Conferences (MARACs)

- **Description:** MARACs bring together police, health, child protection, housing, Independent Domestic Violence Advisors (IDVAs), and other specialists to discuss high-risk domestic violence cases.

- **How to Use:** Chief Constables can ensure that their officers are actively involved in MARACs and that they use these meetings to improve the safety and support provided to victims of domestic abuse.

#### 8. The National Domestic Abuse Helpline

- **Description:** Run by Refuge, this helpline offers advice and support to anyone experiencing domestic abuse.
- **How to Use:** Police forces should have this helpline readily available to give to victims and ensure that it is promoted during community outreach programs.

#### 9. Restorative Justice Programs

- **Description:** These programs allow victims and offenders to communicate in a controlled environment, aiming to help victims regain control and find closure.
- **How to Use:** Chief Constables can ensure their officers are trained on the principles of restorative justice and know when and how to refer cases appropriately.

#### 10. The Modern Slavery Helpline

- **Description:** This helpline offers support and advice for victims of modern slavery and human trafficking.
- **How to Use:** Ensure officers know how to identify potential victims of modern slavery and human trafficking and provide them with information about this helpline.



## 11. National Crime Agency

- **Description:** The UK's leading agency against serious and organised crime, including crime across regional and economic borders.
- **How to Use:** Resources are available for policing and other professionals, including intelligence support. The NCA also runs the Child Exploitation and Online Protection Command (CEOP).

## 12. Internet Watch Foundation (IWF)

- **Description:** An international organisation that works across borders to detect, disrupt, remove and prevent online child sexual abuse material being produced and shared.
- **How to Use:** IWF provides a range of services that can support police and intelligence work involving child sexual abuse imagery.

## 13. Lucy Faithful

- **Description:** A national child protection and abuse prevention charity, including work with people who pose a risk to children to prevent offending behaviour, and families affected by abuse.
- **How to Use:** Lucy Faithful provides a range of professional services and support lines including Stop It Now for those concerned about abuse, and Shore, tailored to children and younger people.

## 14. Galop

- **Description:** A specialist support service for LGBT+ people of all ages experiencing and recovering from exploitation and abuse, including domestic violence.
- **How to Use:** Galop provides a help line, advocacy, and casework support, and help connect with local specialist services.

## Services, organisations, and forums focused on children and young people

### 15. Local Children's Safeguarding Boards (CSBs)

- **Description:** CSBs provide multi-agency frameworks to safeguard and coordinate measures to promote the safety and wellbeing of children and young people aged under 18.
- **How to Use:** Specially trained officers will be best placed to work with CSBs, and lead work in cases involving children and young people aged under 18.

### 16. Multi-Agency Child Exploitation meetings (MACEs)

- **Description:** MACEs bring together police, health, child protection, housing, and other specialists to discuss complex and high-risk cases involving children and young people.
- **How to Use:** Chief Constables can ensure that their officers are actively involved in MACEs and ensure these meetings improve the safety and support provided to child victims of abuse and exploitation.

## 17. NSPCC and Childline

- **Description:** A national child protection charity focused on abuse prevention, through direct services, awareness raising, and influencing policy.
- **How to Use:** NSPCC provides several helplines, including Childline especially for children and young people, training, and therapeutic support across the UK.

## 18. Catch 22

- **Description:** A national charity that builds resilience and aspiration in people and communities through education, training, and advocacy.
- **How to Use:** Services are available across the UK, with local partnerships and tailored programmes working with criminal justice, education, and health services.

## 19. Bernado's

- **Description:** A national charity that provides support for children and young people and families, including on fostering and adoption.
- **How to Use:** Bernado's delivers a range of services nationally and locally, including information, advice, and practical support.

## Local and regional services

Different organisations will provide a range of local and regional services; these are some examples.

## 20. Local Authority Social Services

- **Description:** Social services can provide a range of support for victims and survivors, particularly in cases involving children, vulnerable adults, or domestic abuse.
- **How to Use:** Develop strong partnerships with local social services to ensure seamless support for victims, especially when safeguarding concerns are identified.

## 21. Mental Health Crisis Teams

- **Description:** These teams offer immediate support to individuals in mental health crises.
- **How to Use:** Establish protocols for referring victims who may be experiencing a mental health crisis to these teams, ensuring they receive timely and appropriate care.

## 22. Children and Young People's Advocacy Services

- **Description:** These services offer advocacy and support specifically tailored to the needs of children and young people who have experienced trauma.
- **How to Use:** Ensure that officers are aware of these services and can refer children and young people for specialized support.



# Equip yourself for the difficult conversations



Learn how to:

- Talk to children and young people in their own language
- Identify inappropriate language and offer safer alternatives
- Empower positive interactions



Download your free language  
guide at **[bit.ly/3YtqAVE](https://bit.ly/3YtqAVE)**





# Equip yourself for the difficult conversations

Learn how to:

- Talk to children and young people in their own language
- Identify inappropriate language and offer safer alternatives
- Empower positive interactions

Download your free language guide at **[bit.ly/3YtqAVE](https://bit.ly/3YtqAVE)**





# Advice for communications professionals on how to create appropriate campaign materials

NAPAC and The Children's Society have collaborated to produce a comprehensive guide designed to help police officers and staff identify and avoid victim-blaming language. Our aim is to equip policing professionals with the tools to navigate difficult conversations, both among themselves and with survivors, children, and young people.

Relaying that message to a wider audience across a variety of platforms can be challenging, so with that in mind we've listed a few things for communications professionals to consider when disseminating our guide:

1. Where possible, please use the imagery and language we have provided. The terminology and imagery we have used has been carefully selected to be as inclusive as possible.
2. Avoid triggering imagery. Often depictions of forests, playgrounds and churches can cause flashbacks and panic attacks, as in a great many cases this is where the abuse was perpetrated.
3. When promoting our guide, focus on the positive impact it can have rather than pointing out any gaps in professionals' current practices. Emphasise the benefits of the guide and the positive changes it can help bring about.
4. Take a survivor-led approach to your communications. Abuse and vulnerabilities are not things that need to be sensationalised, so consider if the wording you are using implies blame or could be conceived as inflammatory.
5. If you are using a case study, or someone's lived experience, consent and control are imperative. The party in question must consent to their involvement and have control over the way their lived experience is being communicated.

## **Remember, appropriate communication can:**

- Lead to better outcomes for vulnerable individuals
- Start positive conversations around abuse
- Improve understanding of how abuse happens
- Encourage more people to reach out to the police for help and support

You can download the full guide and access support for yourself, colleagues, and victims from The Hydrant Programme, The Children's Society and NAPAC.





**APPROPRIATE  
LANGUAGE:  
CHILD SEXUAL  
AND/OR CRIMINAL  
EXPLOITATION**  
GUIDANCE FOR  
PROFESSIONALS

In collaboration with

**The  
Children's  
Society**

No child  
should feel  
alone



**VICTIM  
SUPPORT**



**NPCC**  
National Police Chiefs' Council



# HOW TO USE THIS DOCUMENT

This document can be used by professionals when discussing the exploitation of children and young people, including when escalating intelligence and delivering training. The document can be read at the beginning of strategy meetings, multi-agency meetings, or other settings where professionals might be discussing children and young people who are at risk of exploitation.

## **ABOUT APPROPRIATE LANGUAGE IN RELATION TO CHILD SEXUAL AND/OR CRIMINAL EXPLOITATION**

It is imperative that appropriate terminology is used when discussing children and young people who have been exploited, or are at risk of exploitation. Language implying that the child or young person is complicit in any way, or responsible for the crimes that have happened or may happen to them, must be avoided.

Language should reflect the presence of coercion and the lack of control young people have in abusive or exploitative situations, and must recognise the severity of the impact exploitation has on the child or young person.

Victim-blaming language may reinforce messages from perpetrators around shame and guilt. This in turn may prevent the child or young person from disclosing their abuse, through fear of being blamed by professionals. When victim-blaming language is used amongst professionals, there is a risk of normalising and minimising the child's experience, resulting in a lack of appropriate response.

## **GUIDANCE FOR USING APPROPRIATE LANGUAGE**

The following table outlines terms that should not be used when discussing or recording issues of child sexual exploitation, and includes a list of appropriate alternative phrases.



| INAPPROPRIATE TERM                                                                                                                                                                              | SUGGESTED ALTERNATIVES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Putting themselves at risk</b></p> <p>This implies that the child is responsible for the risks presented by the perpetrator and that they are able to make free and informed choices.</p> | <ul style="list-style-type: none"> <li>• The child may have been groomed.</li> <li>• The child is at an increased vulnerability of being abused and/or exploited.</li> <li>• A perpetrator may exploit the child's increased vulnerability.</li> <li>• The child is not in a protective environment.</li> <li>• The situation could reduce the child's safety.</li> <li>• The location is dangerous to children.</li> <li>• The location/situation could increase a perpetrator's opportunity to abuse them.</li> <li>• It is unclear whether the child is under duress to go missing.</li> <li>• There are concerns that the child may be being sexually abused.</li> <li>• It is unclear why the child is getting into cars.</li> <li>• There are concerns that there is a power imbalance forcing the child to act in this way.</li> <li>• There are concerns regarding other influences on the child.</li> </ul> |
| <p><b>Sexual activity with...</b></p> <p>This implies consensual sexual activity has taken place. If it occurs within an abusive or exploitative context this term is not appropriate.</p>      | <ul style="list-style-type: none"> <li>• The child has been sexually abused.</li> <li>• The child has been raped.</li> <li>• There are reports of sexual abuse.</li> <li>• The child has described sexual activity, however concerns exist that they child may have been groomed and/or coerced.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

| INAPPROPRIATE TERM                                                                                                                                                                                                                                                   | SUGGESTED ALTERNATIVES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Sexually active since [age under 13]</b></p> <p>A child under 13 cannot consent to sex and is therefore being abused. This should be reflected in the language used.</p>                                                                                       | <ul style="list-style-type: none"> <li>• The child has been raped.</li> <li>• The child has been/may have been sexually abused.</li> <li>• Concerns exist that the child may have been coerced, exploited, or sexually abused.</li> </ul>                                                                                                                                                                                                                                                                 |
| <p><b>Has been contacting adult males/females via phone or internet</b></p> <p>This implies that the child or young person is responsible for the communication and does not reflect the abusive or exploitative context.</p>                                        | <ul style="list-style-type: none"> <li>• Adult males/females may have been contacting the child.</li> <li>• The child may have been groomed.</li> <li>• There are concerns that the adult is facilitating communication with a child.</li> <li>• The child is vulnerable to online perpetrators.</li> <li>• There are concerns that others may be using online technology to access or abuse the child.</li> <li>• Adults appear to be using a range of methods to communicate with the child.</li> </ul> |
| <p><b>Offering him/her drugs seemingly in return for sex</b></p> <p>This implies that the child or young person is responsible for the abuse and has the capacity to make a free and informed choice. It does not recognise the abusive or exploitative context.</p> | <ul style="list-style-type: none"> <li>• The child is being sexually exploited.</li> <li>• There are concerns that the child has been raped.</li> <li>• Perpetrators are sexually abusing the child.</li> <li>• The child is being sexually abused.</li> <li>• The child's vulnerability regarding drug use is being used by others to abuse them.</li> <li>• The perpetrators have a hold over the child by the fact that they have a drug dependency.</li> </ul>                                        |

| INAPPROPRIATE TERM                                                                                                                                                                                                                                                                                                                                                   | SUGGESTED ALTERNATIVES                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>In a relationship with...</b></p> <p>This implies that the child or young person is in a consensual relationship and does not reflect the abusive or exploitative context.</p>                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>● The young person says that they are in a relationship with a person and there are concerns about that person's age, the imbalance of power, exploitation and/or offending.</li> <li>● The young person has been/is being groomed, exploited and controlled.</li> </ul> |
| <p><b>Involved in CSE</b></p> <p>This implies there is a level of choice regarding the child being abused. A five year old would never be referred to as being involved in sexual abuse for the same reasons.</p>                                                                                                                                                    | <ul style="list-style-type: none"> <li>● The child is vulnerable to being sexually exploited.</li> <li>● The child is being sexually exploited.</li> </ul>                                                                                                                                                      |
| <p><b>Promiscuous</b></p> <p>This implies consensual sexual activity has taken place. Promiscuous is a judgemental term which stereotypes and labels people. It isn't appropriate in any context when discussing children and young people, but particularly if it occurs within an abusive or exploitative context.</p>                                             | <ul style="list-style-type: none"> <li>● The child is vulnerable to being sexually exploited.</li> <li>● The child is being sexually exploited.</li> </ul>                                                                                                                                                      |
| <p><b>Prostituting themselves</b></p> <p>This implies that the child or young person is responsible for the abuse and has the capacity to make a free and informed choice. It does not recognise the abusive or exploitative context.</p> <p>Changes in legislation have meant that child prostitution is no longer an acceptable term and should never be used.</p> | <ul style="list-style-type: none"> <li>● The child is vulnerable to being sexually exploited.</li> <li>● The child is being sexually exploited.</li> </ul>                                                                                                                                                      |



| INAPPROPRIATE TERM                                                                                                                                                                                                                                                                                                                                       | SUGGESTED ALTERNATIVES                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Boyfriend/girlfriend</b></p> <p>This implies that the child or young person is in a consensual relationship and does not reflect the abusive or exploitative context.</p> <p>Children have been challenged in court with practitioners recordings where a practitioner has referred to the perpetrator as the child's boyfriend or girlfriend.</p> | <ul style="list-style-type: none"> <li>● The young person says that they are in a relationship with a person and there are concerns about that person's age, the imbalance of power, exploitation and/or offending.</li> <li>● The young person has been/is being groomed, exploited and controlled.</li> </ul> |
| <p><b>Drug running – He/she is drug running</b></p> <p>This implies that the child or young person is responsible for the exploitation and has the capacity to make a free and informed choice. It does not recognise the abusive or exploitative context.</p>                                                                                           | <ul style="list-style-type: none"> <li>● Child criminal exploitation (CCE).</li> <li>● The child is being criminally exploited.</li> <li>● The child is being trafficked for purpose of criminal exploitation.</li> </ul>                                                                                       |
| <p><b>Recruit/run/work</b></p> <p>This implies that the child or young person is responsible for the exploitation and has the capacity to make a free and informed choice. It does not recognise the abusive or exploitative context.</p>                                                                                                                | <ul style="list-style-type: none"> <li>● The child is being criminally exploited.</li> </ul>                                                                                                                                                                                                                    |
| <p><b>He/she is choosing this lifestyle</b></p> <p>This implies that the child or young person is responsible for the exploitation and has the capacity to make a free and informed choice. It does not recognise the abusive or exploitative context.</p>                                                                                               | <ul style="list-style-type: none"> <li>● The child is being criminally exploited.</li> <li>● The child is being sexually exploited.</li> </ul>                                                                                                                                                                  |

| INAPPROPRIATE TERM                                                                                                                                                                                                                                                                          | SUGGESTED ALTERNATIVES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Spending time/associating with 'elders'</b></p> <p>This implies that the child or young person is responsible for the exploitation and has the capacity to make a free and informed choice. It does not recognise the abusive or exploitative context.</p>                            | <ul style="list-style-type: none"> <li>● The young person says that they are friends with a person and there are concerns about that person's age, the imbalance of power, exploitation, offending.</li> <li>● The young person has been groomed, exploited, controlled.</li> </ul> <p><b>Note:</b> If the elder is under the age of 18 years old, this will need to be considered using child protection processes.</p>                                                                                                                                                                                    |
| <p><b>Offering him/her drugs seemingly in return for sex or to run drugs</b></p> <p>This implies that the child or young person is responsible for the exploitation and has the capacity to make a free and informed choice. It does not recognise the abusive or exploitative context.</p> | <ul style="list-style-type: none"> <li>● The child is being sexually/ criminally exploited.</li> <li>● The child is being criminally exploited through drug debt.</li> <li>● There are concerns that the child has been raped as they do not have the freedom or capacity to consent.</li> <li>● Perpetrators are sexually abusing the child.</li> <li>● The child is being sexually abused.</li> <li>● The child's vulnerability regarding drug use is being used by others to abuse them.</li> <li>● The perpetrators have a hold over the child by the fact that they have a drug dependency.</li> </ul> |

**THIS GUIDANCE HAS BEEN GRATEFULLY PRODUCED WITH SUPPORT AND MATERIALS DEVELOPED BY NWG AND LAWRENCE JORDAN, SOCIAL WORKER, MILTON KEYNES.**