

APPENDIX 13

Further Guidance for Staff on specific issues

- Child Sexual Exploitation (CSE)
- Bullying (including cyberbullying and prejudice-based bullying)
- Racist, disability, and homophobic or transphobic abuse
- Faith abuse
- Radicalisation and extremist behaviour
- Sexting
- Substance misuse (drugs)
- Gang activity and youth violence
- Gender-based violence / violence against women and girls (VAWG)
- Domestic violence
- Sexual exploitation
- Female genital mutilation (FGM)
- Forced marriage.
- Fabricated or Induced Illness
- Mental Health
- Private Fostering
- Teenage relationship abuse
- Trafficking

Child Sexual Exploitation (CSE)

Definition

The sexual exploitation of children is defined as:

'involving exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money, mobile phones) as a result of their performing, and/or another or others performing on them, sexual activities. It can occur through the use of technology without the child's immediate recognition; e.g. being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child's limited availability of choice resulting from their social/economic and/or emotional vulnerability'. [Safeguarding Children and Young People from Sexual Exploitation, 2009](#).

Risks

Any child or young person may be at risk of sexual exploitation, regardless of their family background or other circumstances.

Sexual exploitation results in children and young people suffering harm, and causes significant damage to their physical and mental health. It can also have profound and damaging consequences for the child's family. Parents and carers are often traumatised and under severe stress. Siblings can feel alienated and their self-esteem can be affected. Family members can themselves suffer serious threats of abuse, intimidation and assault at the hands of perpetrators.

There are strong links between children involved in sexual exploitation and other behaviours such as running away from home or care, bullying, self-harm, teenage pregnancy, truancy and substance misuse. In addition, some children are particularly vulnerable, for example, children with special needs, those in residential or foster care, those leaving care, migrant children, unaccompanied asylum seeking children, victims of forced marriage and those involved in gangs.

There is also often a presumption that children are sexually exploited by people they do not know. However evidence shows that this is often not the case and children are often sexually exploited by people with whom they feel they have a relationship, e.g. a boyfriend / girlfriend. Children are often persuaded that the boyfriend / girlfriend is their only true form of support and encouraged to withdraw from their friends and family and to place their trust only within the relationship.

Many children and young people are groomed into sexually exploitative relationships but other forms of entry exist. Some young people are engaged in informal economies that incorporate the exchange of sex for rewards such as drugs, alcohol, money or gifts. Others exchange sex for accommodation or money as a result

of homelessness and experiences of poverty. Some young people have been bullied, coerced and threatened into sexual activities by peers or gang members which is then used against them as a form of extortion and to keep them compliant.

Due to the nature of the grooming methods used by their abusers, it is very common for children and young people who are sexually exploited not to recognise that they are being abused. Practitioners should be aware that particularly young people aged 16 and 17 may believe themselves to be acting voluntarily and practitioners will need to work with them to help them recognise that they are being sexually exploited. This is not an issue, which affects only girls and young women, but boys and young men are also exploited. However, they will often experience other barriers to disclosure.

Child sexual exploitation is a form of child [Sexual Abuse](#). It can take many forms from the seemingly 'consensual' relationship where sex is exchanged for attention, accommodation or gifts, to serious organised crime and child trafficking. (Human trafficking is the movement of a person from one place to another for the purpose of exploitation, using deception, coercion, the abuse of power or the abuse of someone's vulnerability).

What marks out exploitation is an imbalance of power within the relationship. The perpetrator always holds some kind of power over the victim, increasing the dependence of the victim as the exploitative relationship develops.

Technology such as mobile phones or social networking sites can play a part in sexual exploitation, for example, through their use to record abuse and share it with other like-minded individuals or as a medium to access children and young people in order to groom them and exercise power over them. Sexual exploitation has strong links with other forms of crime, for example: [Domestic Violence and Abuse](#), online and offline grooming, the distribution of abusive images of children and child trafficking.

The perpetrators of sexual exploitation are often well organised and use sophisticated tactics. They are known to target areas where children and young people gather without much adult supervision, e.g. parks, takeaway outlets or shopping centres or sites on the Internet.

Children and young people may have already been sexually exploited before they are referred to Children's Social Care; others may become targets of perpetrators whilst living at home or during placements. They are often the focus of perpetrators of sexual abuse due to their vulnerability. All practitioners and foster carers should therefore create an environment which educates children and young people about child sexual exploitation, involving relevant outside agencies where appropriate. They should encourage them to discuss any such concerns with them or with someone from a specialist child sexual exploitation project, and also feel able to share any such concerns about their friends.

Consent

This extract from The Office of the Commissioner for Children (OCC) Inquiry into CSE in Gangs and Groups (Nov 2012) helps to consider issues around consent.

"The law not only sets down 16 as the age of consent, it also applies to whether a person has given their consent to sexual activity, or was able to give their consent, or whether sexual violence and rape in particular took place. In the context of child sexual exploitation, the term 'consent' refers to whether or not a child understands how one gives consent, withdraws consent and what situations (such as intoxication, duress, violence) can compromise the child or young person's ability to consent freely to sexual activity."

Practitioners must also consider other factors which might influence the ability of the person to give consent, e.g. learning disability / mental ill health.

Indicators

Anyone who has regular contact with children is in a good position to notice changes in behaviour and physical signs that may indicate involvement in sexual exploitation. Young people under the age of 16 cannot legally consent to sexual activity. Sexual intercourse with children under the age of 13 is statutory rape. A child under 18 cannot consent to their own abuse through exploitation.

Parents carers and anyone in a position of responsibility with a child should also know how to monitor online activity and be prepared to monitor computer usage where they are suspicious that a child is being groomed online.

A list of possible indicators is on the Child Sexual Exploitation Screening Tool - available on the [BSCB website](#).

The fact that a young person is 16 or 17 years old should not be taken as a sign they are no longer at risk of sexual exploitation.

Young people with a disability may have increased vulnerability as well as young people up to the age of 21 who were looked after for whom the local authority has statutory care leaver responsibility and / or where there may be child in need and/or child protection issues.

Barnardos 'Puppet on a String' report 2011 sets out three different models of activity in the spectrum of sexual exploitation:

Inappropriate relationships	Usually involving one perpetrator who has inappropriate power or control over a young person (physical, emotional or financial). One indicator may be a significant age gap. The young person may believe they are in a loving relationship.
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'Boyfriend' model of exploitation and peer exploitation	<p>The perpetrator befriends and grooms a young person into a 'relationship' and then coerces or forces them to have sex with friends or associates.</p> <p>Peer exploitation is where young people are forced or coerced into sexual activity by peers and associates. Sometimes this can be associated with gang activity, but not always.</p>
Organised / networked sexual exploitation or trafficking	<p>Young people (often connected) are passed through networks, possibly over geographical distances, between towns and cities where they may be forced / coerced into sexual activity with multiple men. Often this occurs in 'sex parties', and young people who are involved may be used as agents to recruit others into the network. Some of this activity is described as serious organised crime and can involve the organised 'buying and selling' of young people by perpetrators.</p>

Protection and Action to be Taken

Professionals in all agencies working with children and young people should be alert to the possibility that a child/young person for whom they have concerns may be at risk of being sexually exploited. They should discuss their concerns with their agency's designated safeguarding advisor and they should use the CSE Screening Tool to inform their assessment of the risk of harm to the child/young person.

The Child Sexual Exploitation Screening Tool is available on the [BSCB website](#).

The screening tool groups indicators of harm into 3 categories:

- **Category 1 (at risk of harm):** a child who is at risk of being groomed for sexual exploitation;
- **Category 2 (likely to suffer significant harm):** a child who is targeted for abuse through the exchange of sex for affection, drugs, accommodation and goods etc. The likelihood of coercion and control is significant;
- **Category 3 (suffering significant harm):** a child who is entrenched in sexual exploitation, but often does not recognise or denies the nature of their abuse and where coercion/control is implicit.

When the screening assesses the risk at Category 1 the professional should:

- Provide work to educate the child/young person about risk, consent and abuse;
- Share intelligence with Police as appropriate; and
- Notify the CSE Coordinator.

When the screening assesses the risk at Category 2 or Category 3, a referral must be made to Children's Social Care.

Issues

Working with sexually exploited children is a complex issue which can involve serious crime and investigations over a wide geographical area.

The key principles in responding to a child or young person who has been, or is at risk of being, sexually exploited are:

- Children and young people cannot make an informed choice to be sexually exploited or to continue to be exploited: their acquiescence is moulded by coercion, enticement, manipulation or desperation. This applies regardless of whether the young person has reached the age of consent;
- Sexually exploited children and young people will be treated as victims of abuse;
- The primary concern of the practitioner is to safeguard and promote the welfare of the child or young person;
- The child or young person will be supported to participate as fully as possible in the decisions that affect them.

Any response to child sexual exploitation must include:

- Action to safeguard the individual child;
- Action to disrupt the activities of perpetrators (including, but not limited to, criminal prosecution); and
- Action to disrupt activity in the key locations used in the recruitment, grooming and exploitation of children.

Parents and Carers

The majority of children affected by CSE are living at home when the abuse starts. It is highly likely the parents will be among the first to realise something is wrong – although they may not be able to identify what – as their child will be presenting profound behaviour changes.

Sexually exploited children may suffer physical, psychological, behavioural and attitudinal changes which all present severe challenges to parents and threaten the stability of the family environment. An affected child may direct emotional, verbal and even physical aggression towards parents and/or siblings, resulting in what could be described as a 'chaotic household'.

The perpetrators of CSE deliberately seek to drive a wedge between the child and their family. This causes obvious strain at home as trust between the parents and child/young person breaks down. This disempowerment is sometimes unknowingly reinforced by statutory agencies and professionals, who can assume that the parents are unwilling to protect their child from exploitation, or incapable of doing so.

Families may be subjected to threats, intimidation and assaults by the perpetrators.

Professionals should work in partnership with parents to safeguard their child. The support model should focus on:

- Maximising the capacity of parents and carers to safeguard their children and contribute to the prevention of abuse and the disruption and conviction of perpetrators;
- Early intervention and prevention;
- Enabling family involvement in safeguarding processes around the child, including decision making;
- Ensuring the safety and wellbeing of the family in recognition of the impact of CSE; and
- Balancing the child's identity both as an individual and as part of a family unit.

Parents/carers should be treated as key partners in safeguarding and protecting the child unless there is evidence that implicates them in the exploitation. Where there is such evidence this should be dealt with as a child protection issue.

Information sharing

Information sharing is particularly important in dealing with CSE; in particular sharing information that will help the police to build a bigger picture in relation to organised criminal networks. However it requires particular sensitivity to issues of confidentiality and human rights.

There is a **protocol** for sharing information on CSE between agencies and a **format** for sharing such information appropriately and securely with the police.

Looked after children

Children who are [Looked After](#) by the Local Authority can be more vulnerable to exploitation. Substitute carers must be able to recognise the possible indicators of child sexual exploitation. Looked after children are subject to the same child protection procedures as those who live with their own families, however their needs may be different and for this reason their [Independent Reviewing Officer](#) must be kept informed of any concerns relating to child sexual exploitation or any other form of suspected abuse. The child / young person's [Care Plan](#) must include a strategy to keep them safe and it must be updated and reviewed regularly.

Involvement of Multiple Children in CSE

Where there is knowledge or strong suspicion that children or young people are involved in sexual exploitation together, or are being controlled by the same person, planning and action must be coordinated. It is essential to ensure that there are no inconsistencies between the plans for each individual child. This may involve working across organisational boundaries, for example when the children concerned are in the care of different local authorities.

Disruption - Management of Perpetrators and Locations

Intelligence gained from victims will be used in monitoring and management of perpetrators. Perpetrator management may include the use of civil interventions aimed at minimising the risk of harm to victims as well as criminal justice interventions against perpetrators. All decisions relating to actions against perpetrators will take into consideration any possible risk to victims.

Intelligence gained from victims will also be used to identify hotspot locations. This will be used to plan targeted action to disrupt activity relating to CSE.

The effective identification and recording of information in relation to individual cases is crucial to the successful disruption and prosecution of perpetrators. All professionals should continually gather records and share information with the appropriate authorities. Parents and carers should be encouraged and supported in identifying perpetrators, collecting and preserving evidence (medical, forensic and circumstantial) as well as in supporting children and young people through the criminal justice process.

Photographic evidence of physical abuse should be obtained whenever appropriate. It will help in establishing severe abuse even when the child may be unwilling or unable to give evidence. Photographic evidence of the conditions in which a child was kept could also provide valuable evidence for charges of kidnapping or false imprisonment. Care should be taken, however, in obtaining such evidence to ensure that it does not compound the abuse suffered by the young person, and s/he should be made aware that photographs are being taken for evidential purposes. Those investigating criminal actions must understand that the welfare of the child is the paramount concern.

Further Information

[Safeguarding Children and Young People from Sexual Exploitation \(2009\)](#)

[What to do if you suspect a child is being sexually exploited](#)

[Barnardos - Child Sexual Exploitation](#)

[Tackling Child Sexual Exploitation – The Rotherham Response \(March 2015\)](#)

[Child Exploitation and Online Protection Centre](#)

[National Crime Agency - UK Human Trafficking Centre](#)

[UK Visas and Immigration](#)

[Tackling child sexual exploitation: A resource pack for councils](#)

[Responding to child sexual exploitation – College of Policing](#)

Bullying

Bullying is a serious issue and can be a distressing experience for all concerned. All children and young people have the right to an education and should receive that education within a safe and positive learning environment.

Bullying is not acceptable in any form. A high proportion of pupils will be victims of bullying at some point during their time at school. Even schools without a “bullying problem” cannot be complacent. The potential for bullying exists in every school.

A person who is being bullied will feel unable to stop it happening. The effects of bullying can be physical and/or psychological in nature. The child being bullied may experience distress, fear and feelings of low self-worth. Experiences of bullying may lead to illness or periods of absence from school. Even where a pupil's attendance at school is not affected, their education may still suffer due to the distraction and anxiety caused by bullying. It is vitally important that all children and young people are given the support they need.

Children accused of bullying may need just as much help as those being bullied. Their behaviour may be connected to personal or social problems. They may be being manipulated by other children. Individuals may be playing a small part in group bullying and not understand the collective harm being done to a victim. And, of course, children may be falsely or mistakenly accused.

Bullying occurs where any person FEELS like they are being bullied. Actions may be perceived as bullying when that is not the intention behind them. Nevertheless, if a person feels upset or hurt by any action then this is a problem which must be addressed. Something must be done to prevent similar effects in the future. This may be by stopping the “bullying” actions, or by better informing the attitudes and perceptions of those involved.

Bullying can take many different forms – physical, verbal or psychological - but all of them are wrong and can compromise a child's safety or mental well-being. Bullying may be carried out by a group or by an individual. It may involve hitting, kicking, threats, name-calling, or less obvious forms such as “being sent to Coventry”. Abusive or threatening text messages, e-mails and websites are also forms of bullying, as is abusive graffiti or letters. Bullying is similar to harassment and other forms of abuse such as racism, sexism and the abuse of children by adults.

The person or people doing the bullying may be the same age, older or younger than their victim. Both sexes bully and are bullied. Bullying is certainly not new, but in the past it was often ignored, or dismissed as an undesirable, but inevitable part of life. In the last few years this way of thinking has changed and increasing attention has been paid to the rights and responsibilities of adults and children.

Important among these are that:

- Everyone has the right to work and to learn in an atmosphere that is free from fear.
- All of us have a responsibility to ensure that we do not abuse or bully others.
- Young people should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.
- Young people should be involved in decision making about matters that concern them.
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.

Many of the things we call bullying can indeed be crimes. For example, hitting or kicking is an assault and extortion is a kind of theft. Everyone has the right to report to the police any incident they consider may be illegal. Such incidents may occur in or out of school. If a school does not report the incident, this does not prevent anyone else from doing so. Where a child is injured, you may wish to have the injuries treated and recorded by a medical practitioner. It is then for the police to decide whether any further action is appropriate. They may simply talk to the people involved or they may discuss a suitable response with teachers. Only if they are satisfied that there is good evidence that a significant incident has taken place are they able to charge someone or refer them to the Children's Reporter.

Often however, by working together, teachers, parents and pupils are able to resolve incidents themselves much more quickly and satisfactorily than if the police or courts were involved.

There is no certain way of spotting that a child is being bullied. Things such as unexplained illness, reluctance to go to school, bruising, or torn clothes may all have a simple explanation, or they may be the result of something more serious. Children can go to very great lengths to hide from adults the fact that they are being bullied. They may not want to “tell tales” or “grass”. They may not want to appear cowardly or weak. Often they believe that talking to an adult will make matters worse or that the adult will be unable or unwilling to help them. The best advice is to trust your instincts – if you are worried, discuss your worries frankly with your child. However, take care not to let any anxiety you may feel add to your child’s problems. Fear of bullying can be a self-fulfilling prophecy: an over-anxious child may appear more vulnerable and as such become more at risk of being bullied.

Bullying, even that which seems minor to an observer can have serious, lasting consequences for the victim. Therefore, all bullying should be treated seriously. It is vital that parents, pupils, teachers and other members of a school community work together to develop an anti-bullying policy which everyone supports. All schools are expected to have such a policy in place, indicating how the issue of bullying will be raised within the school curriculum and how incidents will be dealt with. But that does not mean that the response should always be the same. Regard should be had to the circumstances of each instance of bullying and of the particular individuals involved.

Punishment of bullies is not the only way of tackling the problem. And it may not be the best. Children can often behave inappropriately because they are having difficulties coping with certain challenges in their lives. Where this is the case, the bullying behaviour is likely to continue unless these children receive the support they need. Many schools have adopted no-blame, shared concern and peer-support strategies which have proven very effective. The best strategies address the problems of both bullying and bullied children and involve bystanders in a positive way. Schools cannot be expected to deal with bullying if they are not told that it is happening. A child being bullied may find it difficult to tell school staff about the problem, but it is imperative that they do so, and that the school is given a reasonable opportunity to address the problem. Do not assume that because the bullying is taking place in school grounds, or even in the classroom, that school staff are aware of the problem, or, perhaps more importantly, are aware of its effects on the child being bullied.

Talking about bullying – bringing it out into the open - is the key. But this is also a key which can unlock the door to unhappy secrets. Adults who encourage children to speak out must be prepared to react to any problems they find and seek appropriate help and support for the children involved. The best way to prevent bullying is to create an atmosphere, in schools and in homes, in which bullying is openly talked about, where adults provide non-bullying role models and where an agreed code of behaviour is accepted by all.

Some schools have gone further than others towards the creation of an open and positive atmosphere but the following problems remain:

- While some bullying is relatively easy to stop, some is not.
- No teacher, parent, carer or other family member can promise to prevent all bullying, although all adults should do their best to help and support a bullied child.
- Bullying happens in so many different ways and the circumstances surrounding bullying incidents differ so widely, it is unwise to respond to all incidents in the same way. If one strategy doesn’t work, another should be tried. This can take some time.
- Parents and teachers do not always agree on what is bullying and what is not.
- Schools and education authorities have a responsibility to protect those being bullied but also have a responsibility to provide an education to all children and young people, which includes those who may be bullying, and/or have behavioural problems.
- The family of a child who is or has been bullied will often demand the exclusion from school of the child who is bullying. However, a child cannot be excluded unless the circumstances fall within certain legislative criteria. Bullying is often difficult to prove as it usually happens in places hidden from adults.

It is essential that the families of the child being bullied co-operate with the school and/or the education department of the local Council. It is also vitally important that the parents or carers of bullying children work with the school to resolve the problem, in the interests of their child as well as the victim.

Here are some things to remember if you are talking to a member of your family who you think may be being bullied:

- Be patient - make time to listen.
- Ask questions, but do it sensitively - don't interrogate.
- Show that you care. Be careful not to say or do anything which could make an already anxious or lonely child feel even more isolated.
- Making promises you can't keep may damage the trust between you and the child. Do not promise confidentiality in an effort to make it easier for the child to speak. If a child is in serious danger, whether that danger comes from an adult or another child, then you have a responsibility to act even if the child wants you to do nothing.
- Do not take action before you discuss with your child what you could do, and what he or she could do. It may take a little longer for you to agree the best thing to do than if the decision is taken by yourself alone, but this is time well spent. Tell the child that you will ask teachers not to do anything without talking to you and the child first.
- Make sure you do something. If bullying goes on for a long time it can cause serious damage to a child's educational and personal development and may be causing them psychological distress.
- Tell your child that he or she has done the right thing by talking about what has happened, that bullying is wrong, and that those who are bullying must change their behaviour.

If someone in your family is being bullied at school you must talk to a teacher at once. Telephone first to make an appointment through the Headteacher's office. In a primary school you could ask to talk to the class teacher; in a secondary school it could be a guidance teacher. If that person is not available ask to speak to the Headteacher or to the Deputy Headteacher. Ask for a copy of the school's anti-bullying policy to be made available to you either before your arranged meeting, or when you arrive.

When you make an appointment, say if you think the matter is serious or urgent. If it is, you should ask to speak to the Headteacher right away if he or she is available. You may well be upset when you speak to the teacher so here is a checklist of things to remember:

- Make a note of everything you know about the bullying before you speak to the teacher so that you do not forget to mention any important points.
- Do not exaggerate. Be honest and stick to the facts as you know them. Teachers need to know as much about the bullying as possible if they are to make judgements about the best course of action.
- Remember that this may be the first time that the teacher has heard about the bullying. You may need to give them time to investigate matters further. However, this should not prevent them from making arrangements for your child in the interim.
- Remember that your child may not have told you all the facts. Be prepared to consider other information and other people's points of view and be reasonable in your consideration and your response.
- Concentrate on your own child. You have a right to expect that teachers do all that is reasonable in the situation to protect your child from bullying or harassment. You do not have a right to demand that a particular action be taken against somebody else's child – even if that child is bullying yours.
- Find out what action the school intends to take. Remember that teachers may not be able to tell you all the action they propose to take. For example, confidentiality rules might prevent a teacher from telling you that somebody else's child was to be referred to social services or the Children's Reporter.
- Discuss any proposed action with your child – if he or she is not at the meeting, and it is reasonable to do so, ask the teachers not to take action until you have been able to discuss this with your child.
- Arrange to contact the school again so that you can discuss the result of any action that has been proposed.
- After the meeting you may wish to make a note of anything that has been decided and send a copy to the teacher.
- Be persistent. If you are not happy with the action proposed, make an appointment to see the Headteacher.

Bullying in school can only be solved if parents, carers, teachers, pupils and other members of the school community all work together. However, sometimes parents and pupils are not satisfied with the way that schools have dealt with their worries. If you are in this situation here are some things you can do:

- Ask yourself if you have given the school sufficient time to deal with the matter. Bullying can be complex and difficult to solve.
- If you are still not satisfied, and if your child's school is under the control of a local authority or Council, then you should contact the Education Department (this is also known as the education authority). Contact details will be in your local telephone directory. If the school is not under local authority control, contact those who run the school (you have a contractual relationship with the school and can discuss whether they are fulfilling their contractual obligations, and whether they are following their anti-bullying strategy, if they have one). Explain clearly, preferably in writing, what has happened and what you would like the school to do.
- Schools will generally do their best to deal with bullying. However there may be cases which schools cannot solve, such as when bullying takes place outside school. In such cases, or in cases of serious assault or harassment, you should contact the police.
- Some parents have moved their children to other schools because of bullying. If you follow the advice in this leaflet that should not be necessary, however the option is one you can discuss with the education department of your local authority.

Your child may benefit from knowing the existence of ChildLine's special Bullying Helpline on Freephone **0800 44 11 11**, open Monday to Friday, 3.30pm – 9.30pm. This is a free, confidential telephone advice line and provides an excellent service to any child or young person concerned about bullying.

Outwith these hours the main ChildLine number **0800 11 11** may be contacted. This is open 24 hours a day.

Specialist organisations

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here <http://www.anti-bullyingalliance.org.uk/advice/support-from-the-sector/>.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyber-bullying

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

Digizen: provides online safety information for educators, parents, carers and young people.

Advice on Child Internet Safety 1.0: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

LGBT

EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia. Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education. Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Racism

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Cyberbullying

Cyberbullying is bullying that takes place using technology. Whether on social media sites, through a mobile phone, or gaming sites, the effects can be devastating for the young person involved. There are ways to help prevent a child from being cyberbullied and to help them cope and stop the bullying if it does happen.

Parents and carers need to be aware that most children have been involved in cyberbullying in some way, either as a victim, perpetrator, or bystander. By its very nature, cyberbullying tends to involve a number of online bystanders and can quickly spiral out of control. Children and young people who bully others online do not need to be physically stronger and their methods can often be hidden and subtle.

Cyberbullying can also involve adults; even though technology has provided wonderful opportunities for both teaching and learning, it has led to some teachers becoming the victims of internet messaging that undermines or ridicules them. It is important that parents make clear that this is not acceptable behaviour and lead by example. What was once a conversation at the school gate between small groups of parents and carers can now become a conversation with perhaps hundreds of “friends” on social networking sites, permanent, with a large audience, and easily shared. Whilst parents and carers have the right to be critical of decisions made by schools, or even individual staff members, they should raise concerns in an appropriate way and not become abusive, or libellous. Open conversations on social networking sites are not private and can easily be reported to school staff, even if it was not the intention to share their views directly.

Social networking

Young people routinely access social media and much of their social lives are online. This can create a false sense of security; for example chatting online feels different from chatting face to face. It can be easier to say and reveal things that wouldn't be said face to face; be cruel, aggressive or flirtatious. It is important for young people to remember that there are offline consequences to online behaviour.

Comments intended to be funny can often be misinterpreted online whereas if said face to face they could be acceptable as facial expressions, body language, tone of voice and context all help to ensure that comments are taken the right way. This is not the case online. We also know that increasingly younger children are signing up to social network sites and may not have the maturity to handle their online identity in a safe and responsible way.

Social networking can increase existing social pressures and reinforce a sense of isolation; for instance by people purposefully not liking a young person's status update or photo so

they seem unpopular, or by excluding them from group chats. Online bullying often involves a large audience and this increases the pressure.

Parents and carers need to understand the way young people communicate with others, and the potential risks. Asking their child simply not to use technology is not a realistic way to prevent or react to cyberbullying. Internet Matters provides an overview of cyber-bullying in more detail and NSPCC - bullying and cyberbullying prevention. Parents and carers have a challenging job. They need to know what their children are doing online and also help them to do it in a safe way. With technology changing on a day-to-day basis, the best way to stay informed is for parents to be involved. Thinkuknow provides helpful tips on letting your child teach you.

Set boundaries

A good way to supervise children's internet access and set boundaries about what they can and cannot do online is to create an agreement with them. If a child breaks the rules, restrict internet access for an agreed period of time. Thinkuknow provides helpful tips on agreeing and setting boundaries.

Ensure you use the privacy settings, parental controls and built in internet safety features provided by the major internet service providers. The UK Safer Internet Centre has guides for parental controls.

For parents and carers experiencing any internet safety issues with their children, The Parent Zone provides a national helpline service at - help@theparentzone.co.uk and The Parent Zone - help

Being involved and talking to children

Social Networks have a minimum age restriction, usually age thirteen. Parents should talk to their children about the reasons behind the age restriction as they are there for a reason. Accessing such sites too early can expose children to unnecessary bullying. It is also very important to ensure children and young people feel comfortable about telling their parents things that have happened online. Talking to their children will help parents to understand the ways in which they are using the internet, social media and their mobile phone. Talking to children about responsible behaviour is important as sometimes children who are victims of cyberbullying may also be involved in cyberbullying others. Ensure they know they can go and talk to an adult or parent if they are being bullied and need support. How parents talk to their children will depend on their age. Childnet gives more detailed information about talking to your child and antibullyingpro provides practical advice for parents.

Advice for children

The following are some things that parents may wish to consider teaching their children about using the internet safely:

- Make sure you use the privacy settings.
- Always respect others – be careful what you say online.
- Be careful what pictures or videos you upload. Once a picture is shared online it cannot be taken back.

- Only add people you know and trust to friends/followers lists online. When talking to strangers, keep your personal information safe and location hidden.
- Treat your password like your toothbrush – keep it to yourself and change it regularly.
- Block the bully – learn how to block or report someone who is behaving badly.
- Do not retaliate or reply to offending e-mails, text messages or online conversations.
- Save the evidence. Always keep a copy of offending e-mails, text messages or a screen grab of online conversations and pass to a parent, a carer or a teacher.
- Make sure you tell an adult you trust, for example, a parent, a carer, a teacher, or the anti-bullying co-ordinator or call a helpline like Childline on 08001111 in confidence.
- Most social media services and other sites have a button you can click on to report bullying. Doing this can prevent a bully from targeting you and others in the future. Many services take bullying seriously and will either warn the individual or eliminate his or her account.
- While you are on your mobile phone make sure you also pay attention to your surroundings.

Possible signs of cyberbullying

It is not always easy to spot the signs of cyberbullying as it can happen all the time, which is a feature that makes it different from other forms of bullying. Be alert to a change in your child's behaviour, for example:

- Being upset after using the internet or their mobile phone;
- Unwilling to talk or secretive about their online activities and mobile phone use.
- Spending much more or much less time texting, gaming or using social media.
- Many new phone numbers, texts or e-mail addresses show up on their mobile phone, laptop or tablet.
- After texting or being online they may seem withdrawn, upset or outraged.
- Not wanting to go to school and/or avoiding meeting friends and school mates.
- Avoiding formerly enjoyable social situations.
- Difficulty sleeping.
- Low self-esteem.

What to do if you suspect a child is being cyberbullied

If you suspect a child or young person is being harassed or bullied either over the internet or via mobile phone, ask them to give you details. If your child tells you that someone is bothering them online, take it seriously. Offer practical as well as emotional support. Print out the evidence for future reference. Talk to a teacher at your child's school if other pupils at the schools are involved. The Parent Zone-Top tips if your child is being bullied

Support for children who are bullied

School staff should support all pupils who are bullied and develop strategies to prevent bullying from happening. Children and young people who have been a victim of images or videos of a sexual nature being uploaded and shared will be particularly vulnerable and in

Contact details for social networking sites:

The UK Safer Internet Centre works with social networking sites to disseminate their safety and reporting tools. **Social networking site**

Useful links

Ask.fm

[Read Ask.fm's 'terms of service'](#)

[Read Ask.fm's safety tips](#)

Reporting on Ask.fm:

You do not need to be logged into the site (i.e. a user) to report.

When you move your mouse over any post on someone else's profile, you will see an option to like the post and also a drop down arrow which allows you to report the post.

[Read BBM rules and safety](#)

BBM

Facebook

[Read Facebook's rules](#)

[Report to Facebook](#)

[Facebook Safety Centre](#)

Instagram

[Read Instagram's rules](#)

[Report to Instagram](#)

[Instagram Safety Centre](#)

Kik Messenger

[Read Kik's rules](#)

[Report to Kik](#)

[Kik Help Centre](#)

Snapchat

[Read Snapchat rules](#)

[Report to Snapchat](#)

[Read Snapchat's safety tips for parents](#)

Tumblr

[Read Tumblr's rules](#)

[Report to Tumblr by email](#)

If you email Tumblr take a screen shot as evidence and attach it to your email

Twitter

[Read Twitter's rules](#)

[Report to Twitter](#)

Vine

[Read Vine's rules](#)

[Contacting Vine and reporting](#)

YouTube

[Read YouTube's rules](#)

[Report to YouTube](#)

[YouTube Safety Centre](#)

Lesbian, Gay, Bisexual and Transgender hate crime

Homophobic and transphobic bullying and hate crime are particularly serious. They attack people's right to feel safe and confident about their sexual orientation and their gender identity. As with all incidents and crimes that are motivated by prejudice and hate, they have a devastating impact on those who are targeted.

Teachers have a particularly important role in challenging bullying and guiding young people to a greater understanding of the impact of homophobic, biphobic or transphobic behaviour. We hope that this resource pack will support them in doing so. It contains guidance notes and information for teachers, suggested classroom activities for students, as well as video clips of dramatised scenarios of homophobic, biphobic and transphobic incidents as starting points for the work.

What is racism?

Racism is when someone is treated differently or unfairly just because of their race or culture. People can also experience prejudice because of their religion or nationality. It is illegal to treat people differently or unfairly because of their race and nobody has the right to make you feel bad or abuse you.

Racism takes many different forms which can include:

- written or verbal threats or insults
- damage to property, including graffiti
- personal attacks of any kind, including violence

Disabled people

A disabled person is more likely to experience domestic abuse and may be less able to protect themselves - making them more vulnerable to the possibility of being abused. The risk of abuse can be increased as they are often reliant on the perpetrator for their care.

The perpetrator may be abusive or neglectful in their care of the victim or even withhold care altogether. Abuse can be withholding sensory or mobility aids from the victim to isolate them. It can also be withholding medication or a person's means of any independence.

The perpetrator may take control of the finances of the victim and cause them to get into debt, or refrain from giving them the funds they are owed. The perpetrator may insist on being present at any medical or social care appointments, making it difficult for the victim to disclose any disability abuse. Disabled people will find it more difficult to remove themselves from an abusive situation or to leave their home if it has been adapted for their disability.

Why does the CPS treat crime more seriously when there is an element of hate crime?

The CPS regards homophobic and transphobic crimes as particularly serious because they undermine people's right to feel safe about and be safe in their sexual orientation, whether they are lesbian, gay, bisexual or heterosexual, and in their gender identity, whether they are women or men and including trans men and

women. Such crimes are based on prejudice, discrimination and hate and they do not have any place in an open and democratic society.

What does the CPS mean by hate crime?

“Any criminal offence which is perceived by the victim or any other person, to be motivated by a hostility or prejudice based on a person’s race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by a hostility or prejudice against a person who is transgender or perceived to be transgender.”

The Association of Chief Police Officers (ACPO) and the CPS common definition of hate crime

What does the CPS mean by LGBT hate incidents?

There is no statutory definition of a homophobic or transphobic incident. However, when prosecuting such cases, and to help us to apply our policy on dealing with cases with a homophobic or transphobic element, we adopt the following definition:

“Any incident which is perceived to be homophobic or transphobic by the victim, or by any other person.”

Both definitions help the CPS to identify all LGBT incidents on their case files to make sure they take that element into account when they make decisions about prosecuting.

There is no single criminal offence of LGBT hate crime. There are a number of different offences where an accused person can be found guilty if it is shown there is an LGBT hate element.

What happens to sentencing when there is an element of hate crime in the offence?

The criminal courts have a duty to treat any offence as being more serious where there is evidence that the accused person demonstrated hostility, or was motivated by hostility towards the victim because of the victim’s sexual orientation or perceived sexual orientation, gender identity or perceived gender identity.

In these cases, where a person is found guilty, the court has a duty to take it into account when they are sentencing, and give a greater sentence.

Not all anti-LGBT incidents are criminal offences. However, even where the behaviour is not a crime in itself, it can be an aggravating factor and make another crime more serious and incur a greater sentence.

NB Please note the legislation on hate crime also includes crimes against heterosexual people.

LGBT motivated bullying and other bullying – similarities and differences

Similarities

- All students who are targeted experience great distress. They may become depressed and lacking in self-confidence and feel worthless.
- They may feel afraid or threatened. If they are targets of cyberbullying, they may feel they cannot trust anybody.
- They may feel isolated and unwanted.
- They will find it difficult to concentrate on their learning and may fall behind at school or even avoid going to school through fear.
- They will be distressed by the fact that they are being bullied about something they can do nothing about – their size, whether they wear glasses, their sexual orientation, the colour of their hair, the colour of their skin, their religious or cultural background.
- They may be too unhappy or frightened to tell anybody. Teachers and even parents are sometimes not aware of the cruel behaviour that students are experiencing. They may even resort to desperate measures such as self-harm and even suicide.
- Those who engage in bullying develop a false feeling of their own superiority.

Differences

- Anti-LGBT hate behaviour has all the features of bullying but has others over and above them.
- People can suffer serious harm, and even murder, because of their sexual orientation or perceived sexual orientation.
- People can be subject to personal information about themselves being broadcast which they did not want to be known.
- People can suffer from cruel innuendo campaigns.

- A major difference in the case of an anti-LGBT attack or insult is that a person is attacked not only as an individual, as in most other offences, but as a member of a community or group. This has three particularly harmful consequences:
 - other members of the same group or community are made to feel threatened and intimidated as well. So it is not just the pupil who is attacked who feels unwelcome or marginalised; it is all members of the same community. Furthermore, the person being bullied or attacked because of their sexual orientation will be afraid that other members of their community might also be attacked and are at risk.
 - anti-LGBT words and behaviour feel like attacks on the person's identity and self-worth. This means that often they hurt more deeply.
 - the offenders often see themselves as being supported by their own family and community who agree with their anti-LGBT views. This gives them a false sense of their own superiority.

Antibullying helplines and advice

Anti-Bullying Alliance

www.anti-bullyingalliance.org/index.htm

The Anti-Bullying Alliance has a network of organisations across Britain. It has information and advice for education professionals, parents and students at all key stages.

Hometown

www.anti-bullyingalliance.org/hometown.htm

Interactive website for students at KS1, 2 and 3: has good background information for education professionals. The site also contains links to websites giving information on bullying in schools.

Antibullying

www.antibullying.net/

The Scottish website of the Antibullying network contains advice on countering homophobic bullying at www.antibullying.net/homophobic2.htm Interactive pages for students are at www.antibullying.net/youngpeople.htm These include support for people who are bullying as well as for their targets.

Childline

<http://www.childline.org.uk/explore/sexual-identity/pages/sexual-orientation.aspx>

The Childline website is full of information, stories and practical advice for children and young people but also for parents and educators. They offer advice and support, by phone and online, 24 hours a day. Whenever and wherever you need them, they'll be there. Call 0800 1111. There is a section on homophobic and transphobic bullying.

Cybermentors

www.cybermentors.org.uk

CyberMentors is a safe social networking site providing information and immediate and longer-term support for young people affected by cyberbullying, parents and carers and others who are worried about someone.

Directgov

www.direct.gov.uk/en/YoungPeople/HealthAndRelationships/Bullying/index.htm

Government website for young people on cyberbullying; bullying on social networks; internet and email bullying; bullying on mobile phones; bullying at school; what to do about bullying and information and advice for people who are bullying others and want to stop.

Child abuse linked to faith or belief

The Government has a National Plan for dealing with this subject. The information below comes from a report by Jason Bahunga written for AFRUCA (Africa United Against Child Abuse) and from the introduction to the Government's National Plan which corroborates AFRUCA's report.

The belief in supernatural forces, good or evil, that can control people and events is widespread across faith and culture. In many societies, where such beliefs are held, it is believed that those forces can be acquired voluntarily or involuntarily. The belief in witchcraft has sometimes led to harmful behaviours including emotional and physical abuse, infanticide and even sexual abuse.

While accusations of witchcraft have targeted old people in the past, particularly women, there has been a growing trend to accuse children of being witches or possessed by evil spirits, not just in war torn Democratic Republic of Congo and other poverty stricken areas of Africa, but also in the UK, South Asia, South America, Europe and elsewhere as well as in Christian, Muslim, Hindu and pagan faiths among others. Most of the cases reported in the UK have been within the black communities. They have included the high profile cases of Victoria Climbié (2000), Child B (2003), and Kristy Bamu (2010).

The diagnosis of witchcraft is not based on any scientific or medical evidence. There is no other method identifying whether a child is 'a witch' apart from the words of faith leaders or other people. There is no method – scientific or otherwise - of proving that a child diagnosed as a witch is responsible for harming people in any way. Once a child is branded by a faith leader, everyone else in the particular community or congregation believes this is the case. Some cases have included a child accused of making her step-mother barren and another child with a physical disability accused of demonic possession because of their physical state such as epilepsy, being left-handed, having a hand with extra finger, skull deformation etc. In the case of the 15 year old Kristy Bamu, the fact that he had wet his pants was enough evidence that he was a witch.

The accusation of witchcraft dehumanises and criminalises the child thereby opening the door for many forms of abuse including, physical, emotional abuse and neglect while at the same time putting the child at risk of sexual abuse. Once a child has been branded as a witch or possessed by evil spirit, she/he has to go through a process of deliverance/exorcism. The exorcism rites may include prayer; fasting and when this fails the next stage is to resort to physical force by "beating the devil out of the child". Cases of semi-strangulation allegedly to "squeeze life out of the devil", stabbing to "create a way out for the evil spirit" have been reported. There also have been cases of beating, burning or putting pepper or chilli in the eyes of a child. In extreme cases identifying a child as a witch is the first episode in a series of incidents of escalating violence which can lead to death. In cases where children survive, the effects of branding a child as a witch are long-term and devastating and include post-traumatic stress disorder, depression, and feeling suicidal. The two case studies below highlight the kind of abuse that vulnerable children can be subjected to following accusations of witchcraft.

Case Study 1: Child B

Child 'B' (name withheld for her protection) was brought to the UK by her aunt who passed her off as her daughter. The aunt, Child 'B' and two other adults lived in the same flat. An eight year old boy who lived with them one day accused the Child 'B' of being possessed and the adults agreed that this 10-year old girl was a witch and that she was practising an evil form of witchcraft. She was starved, cut with a knife, hit with a belt and shoes. She had had chilli peppers rubbed into her eyes and was repeatedly slapped, kicked and bitten. At one stage, she was put in a laundry bag to be thrown in a river and was told "this is the day that you are going to die". She was eventually discovered by a street warden on the steps to the block of her apartment in East London covered in cuts, bruises and with swollen eyes. The police found an entry in the notebook of her aunt which talks about Child 'B' being branded as a witch at a church event.

Case Study 2: Kristy Bamu

Kristy Bamu, a 15 year-old boy, came to visit his sister and her boyfriend in London along with his siblings for Christmas in 2010. During their stay the sister's partner, Eric Bikubi accused all three children of having Kindoki (a word meaning witchcraft in the Democratic Republic of Congo). However, it was Kristy who became the focus of Bikubi's attention after he found a pair of wet pants belonging to Kristy. Wetting is an act popularly

linked to witchcraft. Bikubi then accused Kristy of trying to harm his child. The child suffers from a congenital disease and was in hospital before Kristy and other siblings came to visit the Bikubi family. He punched, kicked and head butted him before beating him with a metal weight-lifting bar as hard as he could and knocking out his teeth with a hammer. Bikubi also ripped apart one of his ears with a pair of pliers and broke four floor tiles on his head. He forced Kristy's siblings to join in the violence and help clear the blood. On Christmas Day, with his face beaten to a barely recognisable pulp. Kristy was thrown into a bath and drowned because he was too weak to keep his head above the water.

The scale of the problem

The research done by Eleanor Stobart in 2006 (Research commissioned for the British Government which examined child abuse cases between 2010 and 2005) reported 74 cases of abuse linked to a belief in witchcraft and spirit possession; 38 cases involving 47 children were confirmed as faith-related. Some of the cases involved semi-strangulation allegedly to "get life out of the devil" and a couple of cases consisted of stabbing of a child to create an outlet for the spirit to get out of the child. The experiences of both AFRUCA and experts such as Eleanor Stobart suggest that the numbers are higher than those that are reported by the different agencies.

Who is at risk?

Children are most likely to become victims if they are already vulnerable, unprotected or can be identified as outsiders. Children at risk include:

- Children with disability including autism, epilepsy, down's syndrome, dyslexia etc
- Albinos
- Children living away from home in private fostering situations or in domestic servitude situations
- Children living with a step parent, with one of the natural parents absent or dead
- Children whose parents have been branded as witches
- Children who are seen as "naughty" or have challenging behaviour
- Precocious children and left handed children
- Children who are living within a polygamous setting

Key triggers to accusations and fraud

Families in the migrant communities are faced with many problems and culture and religion can become important to them as a coping mechanism. In situations where belief in witchcraft and spirit possession is very prevalent, fraudsters passing off for healers or faith leaders exploit the community's vulnerability by promising miracles to fix their problems. In the process, vulnerable children are falsely accused of being responsible for their misfortunes and branded as witches or possessed by evil spirits, and of needing deliverance by faith leaders who are paid for the job. The problems faced by new migrant families include: immigration status; lack of social support system enjoyed back home (child care, family mediation); lack of support for children with severe behaviour problems or with disabilities; people suffering post-traumatic stress disorder; unemployment and underemployment; former child soldiers needing special support; exclusion from school and underperformance; social exclusion creating a sense of powerlessness; child trafficking and exploitation; experience of harassment, racial discrimination leading to withdrawal from seeking appropriate services and low self-esteem; linguistic difficulties leading to lack of understanding of their needs especially children.

There is also the internal logic of the belief, which in the case of spirit possession, for example, is that the child is the victim of a supernatural force and the abuse is therefore understood by perpetrators as a means of saving the child – driving out the devil – in other words perpetrators may perversely believe that they are doing the right thing. Even where there is no intention to save the child, the belief that the child can harm others can generate a real fear in those who would normally be expected to protect the child, including parents or close family. This fear that a child may cause harm to, or kill, siblings, parents and other family or friends can be a critical factor in the abuse.

The Government's National Action Plan aims to address certain kinds of child abuse linked to faith or belief. This includes: belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context); ritual or muti murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is

believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation. This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune, such as telephoning a wrong number which is believed by some to allow malevolent spirits to enter the home.

- www.gov.uk/publications/standard/publicationdetail/page1/DFES-00465-2007
Safeguarding Children from Abuse Linked to a Belief in Spirit Possession, published in 2007.
- National action plan to tackle child abuse linked to faith or belief 2012
- Childfriendly-faith.org
- The Victoria Climbié Foundation www.vcf-uk.org
- AFRUCA (Africans United against Child Abuse)



Extremism & Radicalisation

What IS extremism and radicalisation?

Any idea can be taken to an extreme, but the type of extremism that this leaflet looks at is when ideas and opinions lead on to violence. We often hear on the news of young people that have been radicalised and drawn into terrorist groups, but what does that mean? In simple terms radicalisation is the process of someone developing extremist views.

Despite the high levels of media attention given to these issues, the chances of them affecting students that you teach are very low. It is important to remember that the most people will never support terrorism and that the amount of young people that become involved in violent extremism is very small.

What to look out for - recognising extremism

It is the job of everyone to prevent the radicalisation of young people. Parents, teachers, friends and family all have a part to play in making sure that extremist ideas are challenged.

- Out of character changes in dress, behaviour and peer relationships
- Secretive behaviour
- Losing interest in friends and activities
- Showing sympathy for extremist causes
- Glorifying violence
- Possessing illegal or extremist literature
- Advocating messages similar to illegal organisations such as Muslims Against Crusades or other non-proscribed extremist groups such as the English Defence League

Why might a young person be drawn towards extremist ideologies?

- They may be searching for answers to questions about identity, faith and belonging
- They may be driven by the desire for 'adventure' and excitement
- They may be driven by a need to raise their self-esteem and promote their 'street cred'
- They may be drawn to a group or individual who can offer identity, social network and support
- They may be influenced by world events and a sense of grievance resulting in a need to make a difference

How might this happen?

Online

The internet provides entertainment, connectivity and interaction. Children may need to spend a lot of time on the internet while studying and they use other social media and messaging sites such as Facebook, YouTube, Twitter, Instagram, Vine or Whatsapp. These can be useful tools but we need to be aware there are powerful programmes and networks that use these media to reach out to young people and can communicate extremist messages.

Peer interaction

Young people at risk may display extrovert behaviour, start getting into trouble at school or on the streets and mixing with other children who behave badly. However, this is not always the case.

If you have concerns

If you have concerns about a child relating to extremism and radicalisation, you can receive support and advice from your local police by telephoning 101. They will treat the matter with total confidence and will do all they can to help to prevent the child turning to behaviour that breaks the law. You can also contact Victvs on 01600 891 548 for free, confidential advice.

Allow open and honest discussion. Young people are naturally curious. Stopping discussion about extremism, radicalisation and terrorism is only likely to make it more interesting to the child.

Anyone with concerns for the safety or wellbeing of a child or young person can contact:

Multi-Agency Safeguarding Hub (MASH)

9am–5pm on 020 8545 4226/4227. Out of hours 020 8770 5000

Imminent threat of harm to others contact:

Police 999 or Anti-Terrorist Hotline 0800 789 321

Further sources of support and information

Useful websites

www.internetmatters.org has lots of information, advice and resources which can be used to help children stay safe online

www.ceop.gov.uk CEOP works with child protection partners across the UK and overseas to identify the main threats to children and coordinates activity against these threats to bring offenders to account, protecting children from harm online and offline **www.bbc.co.uk/webwise/0** Information and support for safe use of the internet

For more advice on cyber safety visit:

www.childline.org.uk

www.cybersmile.org

Sexting

Definition of 'sexting'

There are a number of definitions of sexting but for the purposes of this advice sexting is simply defined as:

Images or videos generated

- by children under the age of 18, or
- of children under the age of 18 that are of a sexual nature or are indecent.

These images are shared between young people and/or adults via a mobile phone, handheld device or website with people they may not even know.

There are many different types of sexting (*please see Part 2 for definitions*) and it is likely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. *Annexes 1 and 2* will help you to make decisions appropriate to your context. However, it is important to apply a consistent approach when dealing with an incident to help protect yourself, the school and the student. The range of contributory factors in each case also needs to be considered in order to determine an appropriate and proportionate response. It is therefore suggested that each school has a clear policy detailing the action to be taken. All staff should be familiar with this policy and parents and pupils should be made aware of it.

The flowchart in *Annex 1* (adapted from 'Medway Local Authority Response Process for Professionals') will help you to make a decision about the actions you need to take.

Step 1 Disclosure by a student ..

Your school policies should outline the protocols relating to any form of disclosure from a student. Sexting disclosures should follow the normal safeguarding practices and protocols. A student is likely to be very distressed especially if the image has been circulated widely and if they don't know who has shared it, seen it or where it has ended up. They will need pastoral support during the disclosure and after the event. They may even need immediate protection or a referral to social services.

The following questions will help decide upon the best course of action:

- **Is the student disclosing about themselves receiving an image, sending an image or sharing an image?**
- **What sort of image is it? Is it potentially illegal or is it inappropriate?**
- **Are the school child protection and safeguarding policies and practices being followed?** For example, is a member of the child protection team on hand and is their advice and support available?
- **How widely has the image been shared and is the device in their possession?**
- **Is it a school device or a personal device?**
- **Does the student need immediate support and or protection?**
- **Are there other students and or young people involved?**
- **Do they know where the image has ended up?**

This situation will need to be handled very sensitively. Whatever the nature of the incident, ensure school safeguarding and child protection policies and practices are adhered to.

Step 2 Searching a device – what are the rules?..

In a school-based context, it is highly likely that the image will have been created and potentially shared through mobile devices. It may be that the image is not on one single device: it may be on a website or on a multitude of devices; it may be on either a school-owned or personal device. It is important to establish the location of the image but be aware that this may be distressing for the young person involved, so be conscious of the support they may need.

The revised Education Act 2011 brought to bear significant new powers and freedoms for teachers and schools. Essentially, the Act gives schools and/or teachers the power to seize and search an electronic device if they think there is good reason for doing so. The interpretation of this Act has not yet been tested and many schools ban personal devices in schools. For more information about the Act go to:

www.legislation.gov.uk/ukpga/2011/21/section/2/enacted

www.education.gov.uk/aboutdfe/advice/f0076897/screening.-searching-and-confiscation/screening-searching-and-confiscation

A device can be examined, confiscated and securely stored if there is reason to believe it contains indecent images or extreme pornography. When searching a mobile device the following conditions should apply:

- **The action is in accordance with the school's child protection and safeguarding policies**
- **The search is conducted by the head teacher or a person authorised by them**
- **A member of the safeguarding team is present**
- **The search is conducted by a member of the same sex**

If any illegal images of a child are found you should inform the police who will deal with the incident (*please refer to Part 2 for definitions of images*).

Always put the child first. Do not search the device if this will cause additional stress to the student/person whose image has been distributed.

✘ Never..

- **Search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the student/young person UNLESS there is clear evidence to suggest that there is an immediate problem**
- **Print out any material for evidence**
- **Move any material from one storage device to another**

✔ Always...

- **Inform the school child protection officer (CPO)**
- **Record the incident**
- **Act in accordance with school safeguarding and child protection policies and procedures**
- **Inform relevant colleagues/senior management team about the alleged incident before searching a device**

If there is an indecent image of a child on a website or a social networking site then you should report the image to the site hosting it. Under normal circumstances you would follow the reporting procedures on the respective website; however, in the case of a sexting incident involving a child or young person where you feel that they may be at risk of abuse then you should report the incident directly to CEOP www.ceop.police.uk/ceop-report, so that law enforcement can make an assessment, expedite the case with the relevant provider and ensure that appropriate action is taken to safeguard the child.

Step 3 What to do and not do with the image..

If the image has been shared across a personal mobile device:

✓ Always..

- **Confiscate and secure the device(s)**

✗ Never...

- **View the image unless there is a clear reason to do so (see *bullet 2 above*)**
- **Send, share or save the image anywhere**
- **Allow students to do any of the above**

If the image has been shared across a school network, a website or a social network:

✓ Always..

- **Block the network to all users and isolate the image**

✗ Never...

- **Send or print the image**
- **Move the material from one place to another**
- **View the image outside of the protocols in your safeguarding and child protection policies and procedures.**

Step 4 Who should deal with the incident..

Often, the first port of call for a student is a class teacher. Whomever the initial disclosure is made to must act in accordance with the school safeguarding and/or child protection policy, ensuring that a member of the child protection team and a senior member of staff are involved in dealing with the incident.

The child protection officer should **always** record the incident. Senior management should also always be informed. There may be instances where the image needs to be viewed and this should be done in accordance with protocols. The best interests of the child should always come first; if viewing the image is likely to cause additional stress, professionals should make a judgement about whether or not it is appropriate to do so.

Step 5 Deciding on a response..

There may be a multitude of reasons why a student has engaged in sexting – it may be a romantic/sexual exploration scenario or it may be due to coercion.

It is important to remember that it won't always be appropriate to inform the police; this will depend on the nature of the incident (see *Part 2* for definitions). However, as a school it is important that incidents are consistently recorded. It may also be necessary to assist the young person in removing the image from a website or elsewhere.

The flowcharts in *Annexes 1 and 2* will help you to decide on your response.

If indecent images of a child are found:

- Act in accordance with your child protection and safeguarding policy, e.g. notify SMT/pastoral team
- Store the device securely
- Carry out a risk assessment in relation to the young person (*Use Annex 1 and 2 for support*)
- Make a referral if needed
- Contact the police (if appropriate)
- Put the necessary safeguards in place for the student, e.g. they may need counselling support, immediate protection and parents must also be informed.
- Inform parents and/or carers about the incident and how it is being managed.

(Depending on the nature of the image and the family circumstances of the young person, communication with parents will need to be carefully handled. The definitions presented in Part 2 by Finkelhor and Annexes 1 and 2 will help identify how to handle communication with parents. In addition, in Part 2, there is a useful exercise in developing approaches to managing incidents of sexting.)

Step 6 Contacting other agencies (making a referral)..

If the nature of the incident is high-risk, consider contacting your local children's social care team. (*Annex 1: 'Sexting: Response Process for Professionals'* and the *'Risk Assessment Tool for Young People'* in *Annex 2* will help you to decide.) Depending on the nature of the incident and the response you may also consider contacting your local police or referring the incident to CEOP.

Understanding the nature of the incident will help to determine the appropriate course of action. The following case studies exemplify the varying nature of sexting incidents and appropriate levels of response.

★ Case study 1

A group of year 6 pupils aged between 10 and 11 were speaking to each other on instant messenger and using webcams. One girl (with mild learning difficulties) was speaking on her laptop, which was upstairs in her bedroom. She was getting ready for bed and accidentally 'flashed' on webcam. Another pupil (girl aged 10) from the group told the class teacher what had happened the next day at school, who then reported the concern to the head teacher.

Action

The school's Designated Child Protection Coordinator (DCPC) discussed the concern with both the children and parents of the other children involved. It was discussed with a local police officer and agreed that police action was not necessary but that they would support the school in speaking to the girl's parents.

The girl's parents had not considered the impact and possible risk of locating the laptop and its webcam in her bedroom. They agreed to take the laptop to a family area and only allow webcam use when supervised. The school consulted with social services but no action was taken.

The school revisited the subject of e-safety with all pupils in school (appropriate to age and ability) and wrote a letter to all parents directing them to advice and guidance about online safety at home. Specific advice was given to key stage two pupils about the safe use of webcams and sending images. Specific advice was given to the child concerned with support from the school's Special Educational Needs officer (SENCO).

★ Case study 2

A 13 year-old girl was chatting to a boy she met online. He told her that he was 16 and new to the area and that he was using social networking sites to make new friends. They spoke online for a few weeks and she told her friends that she was in a relationship. She also told them that they had been speaking on the phone and she had sent him some naked photos of herself via her mobile phone. The boy then said that he wanted them to meet up in real life at his house to take the relationship further, but that she must keep him a secret. Her friends were worried and spoke to a teacher at school.

Action

The teacher raised the concern with the school DCPC. A consultation took place with social services and the police were spoken to regarding any possible criminal implications. The police advised that they would investigate the incident and found that the 16 year-old boy was actually a 28 year-old man who had been speaking to several young girls and requesting indecent images. He has since been arrested.

The school spoke to the girl and her parents and gave them specific advice about online safety and safe behaviours. The girl was also given targeted support via the school counsellor.

Again, the school revisited e-safety for all pupils using CEOP's *ThinkUKnow* materials and explained how they could report any concerns, e.g. to the school, to Childline or to CEOP. All parents were sent information about the importance of online safety at home.

Step 7 Containing the incident and managing student reaction..

Sadly, there are cases in which victims of sexting have had to leave or change schools because of the impact the incident has had on them. The student will be anxious about who has seen the image and where it has ended up. They will seek reassurance regarding its removal from the platform on which it was shared. They are likely to need support from the school, their parents and their friends. Education programmes can reinforce to all students the impact and severe consequences that this behaviour can have. Consider engaging with your local police and asking them to talk to the students.

Other staff may need to be informed of incidents and should be prepared to act if the issue is continued or referred to by other students. The school, its students and parents should be on high alert, challenging behaviour and ensuring that the victim is well cared for and protected. The students' parents should usually be told what has happened so that they can keep a watchful eye over their child, especially when they are online at home.

Creating a supportive environment for students in relation to the incident is very important.

Preventative educational programmes on sexting can be found on CEOP's advice-giving website www.thinkunknow.co.uk and the South West Grid for learning have developed advice for young people at www.swgfl.org.uk/sextinghelp

Step 8 Reviewing outcomes and procedures to prevent further incidents..

As with all incidents, a review process ensures that the matter has been managed effectively and that the school has the capacity to learn and improve its handling procedures. Incidents of sexting can be daunting for a school to manage, especially if the image has been widely shared between pupils in school.

An established approach to schools managing and preventing incidents of e-safety relies on them developing effective **Policies and Practices**, a secure **Infrastructure**, robust **Education** for teachers, parents and pupils all underpinned by high quality **Standards**. This model is known as PIES.

Using PIES (see below), a preventative approach to sexting and other incidents of e-safety can help to prevent further incidents.

Drug Facts: Understanding Substance Abuse and Addiction.

WHAT IS SUBSTANCE ABUSE?

Many people do not understand why or how other people become addicted to drugs. It is often mistakenly assumed that drug abusers lack moral principles or willpower and that they could stop using drugs simply by choosing to change their behavior. In reality, drug addiction is a complex disease, and quitting takes more than good intentions or a strong will. In fact, because drugs change the brain in ways that foster compulsive drug abuse, quitting is difficult, even for those who are ready to do so.

Drug abuse and addiction have negative consequences for individuals and for society. Addiction is a chronic, often relapsing brain disease that causes compulsive drug seeking and use, despite harmful consequences to the addicted individual and to those around him or her. Although the initial decision to take drugs is voluntary for most people, the brain changes that occur over time challenge an addicted person's self-control and hamper his or her ability to resist intense impulses to take drugs.

WHY DO SOME PEOPLE BECOME ADDICTED WHILE OTHERS DO NOT?

No single factor can predict whether a person will become addicted to drugs. Risk for addiction is influenced by a combination of factors that include individual biology, social environment, and age or stage of development. The more risk factors an individual has, the greater the chance that taking drugs can lead to addiction.

For example:

- **Biology.** The genes that people are born with—in combination with environmental influences—account for about half of their addiction vulnerability. Additionally, gender, ethnicity, and the presence of other mental disorders may influence risk for drug abuse and addiction.
- **Environment.** A person's environment includes many different influences, from family and friends to socioeconomic status and quality of life in general. Factors such as peer pressure, physical and sexual abuse, stress, and quality of parenting can greatly influence the occurrence of drug abuse and the escalation to addiction in a person's life.

SIGNS AND SYMPTOMS OF DRUG USE

Many of the signs and symptoms of teen substance abuse listed below are also, at times, typical adolescent behavior. Many are also symptoms of mental health issues, including depression or anxiety disorders.

Personal Appearance

- Messy, shows lack of caring for appearance
- Poor hygiene
- Red, flushed cheeks or face

- Track marks on arms or legs (or long sleeves in warm weather to hide marks)
- Burns or soot on fingers or lips (from “joints” or “roaches” burning down)

Personal Habits or Actions

- Clenching teeth
- Smell of smoke or other unusual smells on breath or on clothes
- Chewing gum or mints to cover up breath
- Cash flow problems
- Avoiding eye contact
- “Munchies” or sudden appetite

Behavioural Issues Associated with Teen Substance Abuse

- Change in relationships with family members or friends
- Loss of inhibitions
- Mood changes or emotional instability
- Loud, obnoxious behavior
- Laughing at nothing
- Unusually clumsy, stumbling, lack of coordination, poor balance
- Sullen, withdrawn, depressed
- Unusually tired
- Silent, uncommunicative
- Hostility, anger, uncooperative behaviour
- Deceitful or secretive
- Makes endless excuses
- Decreased Motivation
- Lethargic movement
- Inability to focus
- Hyperactivity

- Unusually elated
- Periods of sleeplessness or high energy, followed by long periods of “catch up” sleep
- Disappearances for long periods of time

School- or Work-Related Issues

- Truancy or loss of interest in schoolwork
- Loss of interest in extracurricular activities, hobbies, or sports

SUPPORT AGENCIES

BDAT: Bedfordshire Drug and Alcohol Action Team Tel: 01234 408051

Drugline - Bedfordshire

Free and confidential service to drug users.

Tel: 01582 732200

Alcoholics Anonymous 01582 484948

CAN 01234 354193

Luton Drug and Alcohol Partnership (LDAP) 01582 709231 lutondap@luton.gov.uk

GANGS

What does “gang” mean?

Joining friendship groups is a normal vital part of growing up. But under pressure of conflict or events, some friendship groups can take action that is criminal or anti social. This guidance focuses on groups for whom crime, nuisance and violence are an intrinsic part of their day-to-day identity.

There are many peer groups of young people who simply hang out together. These should be distinguished from those groups of young people for whom crime and violence are an integral part of their identity, some of which will use the label “gang” to promote affiliation and identity. At the other extreme are organised crime groups, composed principally of adult men. Both these types of group (peer groups and organised criminal gangs) are largely outside the scope of this guidance, which focuses on street gangs and group offending.

Why do pupils join gangs?

Many pupils would not see themselves in a gang but ‘with friends’. Gangs may mobilise in response to conflict or events. Reasons for joining include: fear and intimidation; sense of identity; friendship; food and shelter; “street family” support; notoriety; social recognition; alternative source of status and ‘success’; family precedent; personal protection; lifestyle ‘brand’ linked to culture; visible wealth.

What language should we use? Groups, gangs, or friends?

Pupils will usually not say that they are in a gang. They will describe themselves as a group of friends and may indeed be that for much of the time.

What roles do pupils take?

Gangs have a hierarchy and individuals move up and down. Terms vary in different areas: Gang leader, Core members, Wanabees, Associates, ‘Youngers’ / ‘tinys’, Fantasy member, Cliques. A study into gang issues in Lambeth undertaken in early 2008 found that the term “gang” was rarely used locally, with young people describing the groups they were involved with as ‘family’, ‘breddrin’, ‘crews’, ‘coz’ (cousins), ‘my boys’ or simply ‘the people I grew up with’.

What are the characteristics of gangs/offending groups?

Most pupils have no contact with gangs. For those that do, the characteristics vary significantly around the country and over time. The following are potential indicators but usually multiple indicators are a safer indication than single indicators. A key task of schools is to be clear what is happening in their community. Then schools can be clear about the right balance between safeguarding, prevention, interventions to divert pupils from gang involvement and legal enforcement.

Prevalence: There are few organised crime gangs involving young people (YJB research 2007), but in a number of cities and some rural areas, there may be groups of young people who use the label gang to promote affiliation or notoriety.

Territories: Gangs are usually territorially based – with a particular postcode or group of streets which may define the name or the tag (graphic marker) used. A report by NASUWT on gangs and schools (April 2008) noted that “it may well be that a school finds itself located within a particular gang’s turf. As such, it may become a symbol of the territory and therefore a site of contention between rival gangs. Similarly, it may be viewed as a fruitful recruitment site for new members.”

Colours: A sign of group identification might be wearing a specific colour or particular item of clothing or jewellery.

Ethnicity: Sometimes based on a particular ethnicity, though that may reflect the predominance of a particular ethnic group in the particular geographical area where the gang is based. Religion: In some cases, membership may appear to be based on religion but the cultural and political drivers to criminal behaviour usually dominate over issues of observance of faith.

Transience: Young people may be involved in more than one ‘gang’, with some cross-border movement and may not stay in a ‘gang’ for significant periods of time. In other areas, fear drives much more exclusive and sustained membership.

Gender: Predominantly male. There are a few female gangs, but more often girls are subservient in the male gangs and even submissive – sometimes used to carry weapons or drugs, sometimes using their sexuality as a passport or being sexually exploited e.g. in initiation rituals in revenge by rival gangs or where a younger group of girls sexually services older male gang members. Safeguarding principles are a priority in such cases.

Age: There is local evidence of some young children (including of primary age) engaged in gang activities. In some areas the groups may be relatively formalised into age groups, for examples ‘tinys’ who can progress to ‘youngers’ then ‘elders’ usually through symbolic acts of crime. The terms vary around the country.

Weapons: Most young people who admit to carrying a weapon say they do so for self-protection, though there is also a perception that others carry weapons for reasons of fashion. Evidence shows that those carrying weapons are more likely to be a victim of weapon attacks. Commercially available weapons can include apparently harmless plastic items that may include blades – the message is to be suspicious and cautious.

What signs should schools look for in and around the site?

Pupils may behave in any of the ways set out in the table below, without being in gangs or crime related groups. The key factor here is the relationship between staff and pupil that lets the staff member notice any behaviour or changes in behaviour that may indicate gang involvement, assess this for significance and then know what action to take in their school setting.

Key questions for the school and partners:

How reliable are these as signs of gang activity? How significant are these signs of gang activity?

Some of these (e.g. wearing colours) have cultural significance separate from gang engagement that could lead to over reporting for specific cultural groups. Multiple indicators are therefore more reliable than single indicators, which **by themselves** may be completely innocent. These are however, the more common signs of gang activity.

What might school staff see?	What might school staff hear?	What might school staff identify?
Tags (graffiti symbols) e.g. of postcodes, neighbourhood street names on schoolbooks, clothing or building surfaces. Tags crossed out.	Threats of actual or verbal violence.	Internet sites including social networking sites.
Wearing standard colours or particular items of jewellery or clothing such as bandanas.	Use of terms and nicknames to exclude others includes pupils from other schools.	Rise in individual absence, sometimes coordinated with other pupils.
Wearing clothing for protection against weapons.	Extortion for money or goods, robbery.	Overly sexualised behaviour or assault.
Use of hand or other signals.	Pupils being given detailed instructions by other pupils/outsideers.	Suspicious use of mobile phones, internet, Bluetooth.
Sudden acquisition of expensive possessions e.g. designer clothes and top of the range mobile phones and trainers.		
Carrying weapons including replicas or items that can be used as weapons.		

(The above has been taken from ***Gangs and Youth Offending Guidance for Schools*** produced by the **Department for Children, Schools and Families 2008**. The remainder of the document details how schools should deal with gangs and contains case studies from parts of the country where they have implemented programmes including prevention programmes and the use of restorative justice when rival gang members are in the same school. It also details useful resources including groups and charities – such as ***The Damilola Taylor Trust*** which invites young people to make a personal pledge not to carry weapons. The document can be downloaded from: www.teachernet.gov.uk/publications) *Preventing Youth Violence and Gang Involvement: Practical advice for schools and colleges* available from The Home Office (2015)

www.childline.org.uk support for victims of gangs or those wanting to get out of gangs

<http://www.nidirect.gov.uk/gangs-and-gang-crime-the-facts>

www.safecolleges.org.uk/guns-gangs-knives/introduction – how colleges can assess and evaluate their procedures

BBC Three's schools series *My Murder*. Available at: www.bbc.co.uk/programmes/b01f6qz1.
www.fearless.org (non-judgemental advice for young people about crime and criminality)

Gender Based Violence - Violence Against Women and Girls Factsheet

Why?

Violence Against Women and Girls (VAWG) is the term given to all forms of violence and abuse experienced disproportionately by women and girls, or experienced by them because of their gender, including rape, domestic violence, forced marriage, FGM and sexual harassment. VAWG is linked to women and girls' inequality and is neither acceptable nor inevitable.

In recognition of this, violence against women and girls is a core government strategy in which prevention is a priority.¹ Schools are a key site of prevention work and while they receive a great deal of guidance and advice from government and NGOs including on teaching Sex and Relationships Education (SRE), and policies on Safeguarding, Bullying and Behaviour, there is very little accurate and up to date information on VAWG or how to prevent it. A 2013 Ofsted report found that 40 per cent of schools had weak Personal, Social, Health and Economic (PSHE) education and that as a result pupils in these schools: "had gaps in their knowledge and skills, most commonly in the serious safeguarding areas of personal safety in relation to sex and relationships."² This Factsheet, and suggested resources, is therefore intended to help fill these gaps.

Who?

This Factsheet has been prepared by experts on the End Violence Against Women Coalition Prevention Network which holds a unique position in its breadth and depth of knowledge on all forms of abuse experienced by young women and girls, and on the role of schools in tackling VAWG.³

EVAW Prevention Network members include:

Rape Crisis England and Wales, Imkaan, ATL, Eaves, Refuge, The Nia Project, Forward, AVA, Object, Girlguiding UK, Amnesty International UK, Respect,

Young Women's Trust, MsUnderstood, NUS, NUT, NASUWT, Anti-Bullying Alliance, UK Feminista, White Ribbon Campaign, Southall Black Sisters, Women's Aid England, Rape Crisis South London, Advance, Womankind, British Humanist Association, Women's Resource Centre, South Essex Rape and Incest Crisis Centre,

Sex Education Forum, Bristol University, Manchester Metropolitan University, University of Bedfordshire, University of the West of England, and

Child And Woman Abuse Studies Unit at London Metropolitan University.

Summary

Schools play a vital role in helping young people develop healthy relationships based on equality and respect. They do this in the context of a society in which gender inequality is the norm; women and girls are simultaneously pressured into and shamed for sexual activity; female sexual pleasure is rarely discussed; and girls and young women are subjected to high levels of harassment, abuse and violence - overwhelmingly from men and boys they know.

A whole school approach, including comprehensive SRE teaching as part of PSHE, is needed to support young people and prevent abuse through:

- Challenging notions of male sexual entitlement;
- Preventing abusive attitudes and behaviours being reproduced and taking root;
- Unpicking harmful stereotypes that place responsibility on girls to protect themselves from violence and abuse;
- Addressing the gendered environment in which young people form attitudes and behaviours and navigate relationships;
- And acknowledging the scale of violence against women and girls.

Following the recent exposure of rape and sexual assault of girls in Rotherham, schools will be aware of the importance of listening to, believing and supporting young survivors. Recognising, acknowledging and acting on girls' experiences of abuse are vital steps schools can make, as a toxic culture of denial and minimisation will miss opportunities to support young survivors, intervene with perpetrators and prevent further abuse.

Below we set out some of the main forms of violence and abuse that girls experience in the UK, evidence on how widely these are experienced, and details of some of the specialist VAWG organisations that can support young women and girls who have experienced abuse, provide in-depth knowledge and help schools deliver prevention work effectively.

Some forms of violence and abuse that girls and young women experience, such as rape and FGM are specific criminal offences, whilst other forms, such as abusive 'sexting', domestic violence and child sexual abuse, may constitute a range of different offences. Details on UK law can be found at <http://www.legislation.gov.uk/> and specialist legal guidance around VAWG can be found at <http://www.rightsofwomen.org.uk/legal.php>

Child Sexual Abuse and Child Sexual Exploitation

Child sexual abuse involves any form of sexual activity with a child under the age of consent and can be committed by adults or peers, most often by those who are in a position of trust and/or authority over the child (such as friends or family members).⁵ It can be a single incident or for many repeated years.

Child sexual exploitation is a form of child sexual abuse based on an ongoing exploitative relationship between perpetrator and child. It ranges from 'relationships' where sexual activity is exchanged for gifts, 'protection' or accommodation, to trafficking and the organised abuse of children in ways linked to the sex industry.

Gang-association is a particular context for girls' sexual exploitation by peers.⁶

□ Nearly a quarter (24.1%) of young adults aged 18-24 report having experienced sexual abuse in childhood (31% of young women and 17.4% of young men); 90% are abused by someone they know and 66% are abused by other children or young people under 18.⁷

□ In 2012-2013, 22,654 sexual offences against under-18s were reported to police in England and Wales with four out of five cases involving girls.⁸

□ Police recorded at least 2,865 reports of sexual abuse of children in schools between 2011 and 2013 with more than half committed by other children.⁹

□ The UK is a significant site of international and internal child trafficking. The vast majority of trafficked children in the UK are aged 14-17, with many girls trafficked for sexual abuse and exploitation.¹⁰

Domestic Violence and Teen Relationship Abuse

Domestic violence is the term applied to the varied forms of abuse experienced from a current or former partner. It is a pattern of control, coercion and threats and can involve physical abuse (such as assault), emotional abuse (such as intimidation), sexual abuse (such as rape), psychological abuse (such as isolating them from friends and family), and financial abuse (such as using money to control them). Domestic violence can also be inflicted alongside wider family violence involving multiple perpetrators, including in gang-associated relationships and where family or community 'honour' is perceived to be at stake.

As well as being affected by domestic violence within parent/carer relationships at home, young people can also experience abuse within their peer relationships. Teen relationship abuse was acknowledged formally in 2013 when the Home Office definition of Domestic Violence¹¹ was extended to include young people aged 16 and over and awareness of the issue has increased in part due to the Home Office's targeted campaign *This Is Abuse*.¹²

□ At least 750,000 children a year witness domestic violence in their families.¹³

□ On average, two women a week are killed each year by a current or former male partner.¹⁴

□ 25% of young women (aged over 13) experience physical violence and 72% experience emotional abuse in their own relationships.¹⁵

□ A 2013 survey found that around a quarter of education professionals had been approached by a young person about relationship abuse in the past two years.¹⁶

Female Genital Mutilation (FGM)

FGM is defined by the World Health Organisation as "all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons". FGM can have severe short and long term health consequences, including severe pain and shock, infection, fatal haemorrhaging, cysts, and complications in pregnancy and childbirth. Women and girls living with FGM can also experience long term effects on their physical, emotional and sexual health.¹⁷ The most common age for FGM to be carried out is between four and ten years old.

□ Over 60,000 girls under the age of 15 are at high risk of FGM every year in England and Wales.¹⁸

□ Over 137,000 women in England and Wales are already living with the consequences of FGM.¹⁹

Forced Marriage

Forced Marriage is a marriage performed without the full and free consent of one or both parties (children under 16 and people with some learning disabilities, for example, cannot legally consent).²⁰ Emotional, financial, physical and sexual threats and abuse, as well as notions of 'honour,' can all be used to force someone to marry²¹ and forced marriage can lead to physical violence, rape and even murder.²²

□ In 2013, the Government's Forced Marriage unit gave advice of support to 1302 victims of Forced Marriage - the vast majority being girls and young women under 21 years of age.²³

Online Abuse

As a lot of young people's social interaction now occurs through social media, young women and girls can be exposed to online harassment and abuse from peers or adults which facilitates and amplifies the violence and abuse they experience offline.

Adults or peers can also manipulate online relationships with young women and girls to initiate non-contact sexual abuse (e.g. via webcam) or to exploit them into sexually abusive or exploitative relationships offline through making them send self-generated photographs (which can then be used to threaten, coerce and control them), or introducing them to sexualised or pornographic material.^{24 25}

□ In 2014, surveys found that girls aged 9-16 were almost three times as likely as boys to have been bothered, uncomfortable or upset by something online in the past year.²⁶

□ In 2012, the Internet Watch Foundation found that 88% of self-generated sexually explicit online images and videos of young people had been taken from their original location and uploaded onto other websites.²⁷

□ CEOP's 2013 report showed a 70% increase in the proliferation of online child abuse images of girls under 10 years old.²⁸

Pornography

Pornography has no exact definition but is generally acknowledged as material produced principally for the purpose of sexual arousal,²⁹ and is widely regarded as existing for a male audience and privileging male sexual pleasure.³⁰ Mainstream pornography, like much sexualised popular culture,³¹ commonly depicts grossly racist and sexist stereotypes, for example presenting black men as hyper-sexual and savage, and Asian women as sexually exotic and submissive.³²

There are clear gender differences in exposure and attitudes to pornography: young men and boys are more likely to deliberately access, seek or use pornography and view it more favourably, while young women and girls are more likely to experience unwelcome exposure to pornography and feel much more uncomfortable than young men and boys when viewing it.³³ Young people's exposure to pornography is also linked to unrealistic attitudes about sex, beliefs that women are sex objects, and less progressive attitudes to gender roles (e.g. male dominance and female submission).³⁴

□ A 2014 BBC survey of 16-21 year-olds found that 60% of young people in the UK are first exposed to pornography aged 14 years or younger and 74% of young people believe it particularly affects young men's expectations of sex.³⁵

□ Online interviews with 18 year olds found 70% think pornography can have a damaging impact on young people's views of sex or relationships; 72% think pornography leads to unrealistic attitudes to sex and 70% think pornography encourages society to view women as sex objects.³⁶

□ Research into anal sex among 16-18 year old heterosexuals found it to be "painful, risky and coercive, particularly for women" with pornography frequently cited as an explanation for engaging in it.³⁷

Rape and Sexual Assault

Sexual violence, like most forms of VAWG, is perpetrated overwhelmingly by men and boys against women and girls they know.³⁸ Rape is a form of sexual violence involving the penetration of the vagina, mouth or anus using a penis performed without consent. To be able to consent, one must have both the freedom to consent (without, for example, pressure, coercion, threats or violence) and the capacity to consent (without, for example, excessive drink, drugs or a disability). Sexual assault is a form of sexual violence involving non-consensual sexual touching.³⁹

Far from being a result of 'miscommunication,' acts of sexual violence, such as rape and sexual assault, are used intentionally to exert power and control. This 'miscommunication' myth inaccurately blames women and girls for not saying 'no' clearly enough and dangerously overlooks the sexually harmful attitudes and behaviours of men and boys, which risk being normalised and accepted if they go unchallenged.⁴⁰ Meaningful sexual consent involves verbal or non-verbal, ongoing and enthusiastic 'yes' to all sexual activities taking place.

- One in five women has experienced some form of sexual violence since the age of 16, approximately 85,000 women are raped and over 400,000 women are sexually assaulted in England and Wales every year.⁴¹
- Sexual violence is even more prevalent for younger women as one in three teenage girls has experienced some form of sexual violence from a partner.⁴²
- Coercive control or pressure is used much more frequently by partners than physical force, as 16% of girls having been raped using pressure and coercion and 6% have been raped using physical force.⁴³
- Young women and girls affected by gangs experience high levels of sexual violence including sexual exploitation, sexual assault, individual rape and multiple perpetrator rape.⁴⁴ Rape can be carried out as an attack on a rival gang or as a method of gang initiation.⁴⁵
- In 2013, the police recorded at least 1,052 reports of sexual violence in schools, of which 134 were reported as rape.⁴⁶
- In a 2013 Joint Inspectorate study of young sex offenders almost half of the cases contained documented evidence of the young men and boys exhibiting previous “concerning sexualised behaviour” that was either not identified at the time or was subject to disbelief, minimisation and denial by professionals and families - crucially missing the opportunity to intervene and prevent abuse.⁴⁷

‘Sexting’

‘Sexting’ is the sending of sexually explicit messages via mobile phones or computers, typically involving self-generated images sent between peers. ‘Sexting’ is not a gender-neutral practice and is often coercive (with boys pressuring girls to send images of themselves) and is linked to sexual harassment, bullying and even violence.⁴⁸ Self-generated images from ‘sexting’ can also be used later as a form of harassment and abuse known as ‘revenge pornography’ which involves the distribution (or threat of distribution) of images, without the consent of those depicted, in order to threaten, control, bully, harm or humiliate them.

- As many as 40% of young people engage in ‘sexting’, with a sexual double standard very apparent in expectations and responses to it (with sexually active young men admired, and sexually active young women denigrated).⁴⁹

Sexual Harassment

Sexual harassment can be verbal (including making indecent remarks about someone’s appearance, sexual orientation or sex life, or making requests or demands for sexual favours), non-verbal (including staring, displaying sexually explicit material or sending indecent messages) or physical (including touching, pinching, and sexual assault). It can be a one-off incident or a persistent pattern of behaviour, and can occur in the street, on public transport to or from school and within school itself. ⁵⁰

- In a poll of 16-18 year olds: 29% of girls say they experienced ‘groping’ or other unwanted sexual touching at school; 71% say they have heard sexual name-calling such as “slut” or “slag” towards girls at school daily or a few times per

week; 28% say they have seen sexual pictures on mobile phones at school a few times a month or more. 51

□ In a 2012 survey, 43% of young women in London (aged 18-24) reported having experienced sexual harassment in public places (such as in the street, in a parks or on public transport) in the previous year, and almost twice as many women as men reported feeling unsafe on public transport.52

Stalking

Stalking is a pattern of abusive behaviour designed to incite fear and curtail freedom, such as watching or monitoring someone or forcing contact with them through any means (including via social media). Young women can be particularly at risk of stalking as school and social media can provide a backdrop of monitoring and surveillance which others can easily abuse.

□ Stalking often escalates to and is perpetrated alongside other forms of abuse. For example, 56% of women who have experienced stalking will also have experienced another form of abuse, such as sexual or domestic violence.53

Specialist VAWG support services:

As both pupils and staff will have been affected by various forms of VAWG, it is important for schools to make links with their local specialist VAWG services for advice, referrals and support. Such support services, including specialist services for Black and Minority Ethnic women, can be found by searching your area at:

Rape Crisis <http://www.rapecrisis.org.uk/>

Women's Aid <http://www.womensaid.org.uk/>

VAWG prevention resources:

For teaching materials that support a whole school approach to VAWG prevention, AVA (a member of the EAW Prevention Network) has launched the AVA Prevention Platform (www.preventionplatform.co.uk), an online hub of educational tools and resources. The Prevention Platform contains a comprehensive toolkit looking at all forms of VAWG and how to create a whole school approach to challenging VAWG. Anyone working with young people can also access the free e-learning course to help them recognise warning signs of abuse and to learn how to respond appropriately.

WHY VIOLENCE AGAINST WOMEN AND GIRLS MATTERS

DOMESTIC VIOLENCE AND ABUSE



1.2 million
women

a year are the victim of domestic abuse

RAPE AND SEXUAL VIOLENCE

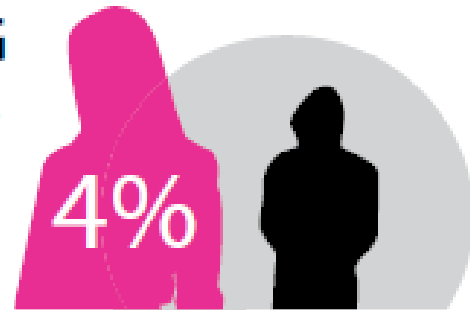
400,000
women
sexually assaulted or raped in the last year



of which
70,000
were raped (including attempts)

STALKING

In the last year, 4% of women experienced stalking*



*One or more incidents



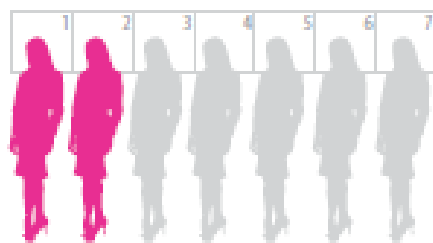
2
out of
3

incidents of domestic violence were experienced by repeat victims

FORCED MARRIAGE

In 2012, the Forced Marriage Unit provided advice or support to 1,500 people, but many more cases are not reported.

1,500
cases
of forced marriage



2 Women are killed by a partner, ex-partner or lover
per week

FEMALE GENITAL MUTILATION (FGM)

66,000
women + **20,000**
girls under 15

in England and Wales are living with the consequences of FGM

are potentially at risk of FGM in England and Wales each year

Domestic Abuse / Violence

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. But it isn't just physical violence – domestic abuse includes any emotional, physical, sexual, financial or psychological abuse. It can happen in any relationship, and even after the relationship has ended. Both men and women can be abused or abusers.

Witnessing domestic abuse is child abuse, and teenagers can suffer domestic abuse in their relationships. Domestic abuse can seriously harm children and young people. It's often difficult to tell if domestic abuse is happening, because it usually takes place in the family home and abusers can act very differently when other people are around.

Children who witness domestic abuse may:

- become aggressive
- display anti-social behaviour
- suffer from depression or anxiety
- not do as well at school - due to difficulties at home or disruption of moving to and from refuges.

Things you may notice

If you're worried that a child is being abused, watch out for any unusual behaviour.

- withdrawn
- suddenly behaves differently
- anxious
- clingy
- depressed
- aggressive
- problems sleeping
- eating disorders
- wets the bed
- soils clothes
- takes risks
- misses school
- changes in eating habits
- obsessive behaviour
- nightmares
- drugs
- alcohol
- self-harm
- thoughts about suicide

How domestic abuse affects children

Mums or dads who suffer domestic abuse don't always realise how it affects their child. They might think that because their child doesn't see what's happening that they're not affected. But we know that living in a home where domestic abuse takes place can be really harmful for a child. It can have a

very serious impact on a child's behaviour and wellbeing, even if they're not directly harmed themselves. Children witnessing domestic abuse is recognised as 'significant harm' in law.

Domestic abuse can also be a sign that children are suffering another type of abuse or neglect. The effects can last into adulthood. But, once they're in a safer and more stable environment, most children are able to recover from the effects of witnessing domestic abuse. It doesn't matter what your age, race, gender or sexuality is - anyone can be affected by domestic abuse. If a child lives in a home where there's domestic abuse then they're likely to be at risk of other types of abuse – and that could be physical, sexual, or emotional abuse, or neglect.

Around 1 in 5 children have been exposed to domestic violence.

Figures based on findings from 11-17 year olds. **17.5%** said they had been exposed to domestic abuse between adults in their home.

Based on analysis of 139 serious case reviews undertaken in England from 2009-2011. Domestic abuse was a risk factor in 63% of cases. Serious case reviews are commissioned when a child dies, or is seriously injured, as a result of abuse or neglect.

Young people can experience domestic abuse in their own relationships

Girls are more likely than boys to report experiencing abuse in their relationships - but it doesn't matter what age they are. Young adolescents are just as likely to experience abuse as older teenagers.

Domestic abuse can continue after parents have separated

In 50% of cases, domestic abuse continues even after their parents have separated. It can happen during contact visits. Agencies must be aware of this when formulating their response or making decisions around arrangement orders.

Risk factors for all child abuse and neglect

There's still a lot we don't know about why abuse happens, but research has highlighted some similarities among children who have been abused or neglected. These similarities, or risk factors, help us identify children who may be at increased risk of abuse and neglect.

Some risk factors are common across all types of abuse and neglect. But they don't mean that abuse will definitely happen. A child who doesn't have any of these risk factors could be abused and a child with multiple risk factors may never experience abuse or neglect. But we do know that having one or more of these issues can increase the risk of harm.

Children who are at risk

1. Disabled children

Disabled children are over three times more likely to be abused or neglected than non-disabled children. Some disabled children may not understand that what's happening to them is abuse and that it's wrong. Even if they do, they might not be able to ask for help. If a child is being abused by someone who looks after them or who they rely on to meet their needs it can be even harder for them

to speak out or protect themselves. Parents and professionals might mistake signs that a child is being abused or neglected as part of a child's impairment. And those working with disabled children may not be trained to spot the signs of abuse and neglect. Children and families who feel isolated or without support due to a limited number of accessible services, may not know who to turn to to get help. Parents who are abusive or neglectful might excuse their behaviour, blaming it on the difficulties of caring for a disabled child. Professionals focused on supporting parents to meet the needs relating to their child's disability may overlook parenting behaviours that are not good enough. Professionals working in child protection might not have the specialised skills to accurately assess or understand a disabled child's needs, or to communicate with them properly.

2. Children in care

Most children who are in care live safely but a small number do experience harm. There are a number of risk factors related to being in care which can make children more vulnerable to abuse and neglect.

3. Children who have experienced other forms of abuse

Children who have been abused or neglected in the past are more likely to experience further abuse than children who haven't been abused or neglected. This is known as revictimisation. Children who are being abused or neglected are also likely to be experiencing another form of abuse at the same time. This is known as polyvictimisation.

4. Children from black and mixed ethnic backgrounds

There don't appear to be links between ethnic groups and child abuse or neglect. But children from black and mixed ethnic backgrounds are over-represented in the care system and in the children in need statistics. Children from Asian backgrounds are under-represented. This may be a result of a variety of issues including:

- racial discrimination
- language barriers
- community and cultural norms and practices, such as female genital mutilation or harsh physical discipline
- inadequate or inappropriate services
- no action being taken for fear of upsetting cultural norms.

Parents, family and home

Problems with mental health, drugs or alcohol, domestic violence or learning disabilities can make it harder for parents to meet their child's needs. Children living with parents who have one or more of these issues may be more at risk of abuse and neglect.

- **Domestic abuse**

Witnessing or experiencing domestic abuse is a form of child abuse. But children living in homes where there is domestic abuse are also likely to experience other abuse and neglect. The impact of hearing or witnessing domestic violence can be very traumatic for a child and result in emotional or psychological abuse. Research has also shown a link between domestic abuse and child physical abuse or child sexual abuse.

- **Drugs or alcohol**

Not all parents who drink or take drugs harm their children, but children living with parents with alcohol or drug problems can be at more risk of harm and neglect. Drug or alcohol problems can leave parents unable to care for their children or provide the practical and emotional support they need.

- **History of abuse**

Being abused or neglected as a child doesn't mean that someone will go on to harm others. But a lot of the people who abuse or neglect children have experienced abuse themselves. Because the effects of child abuse or neglect can last well into adulthood, some parents who were abused as children struggle to provide safe and appropriate care for their own children.

- **Learning disabilities**

Just because a parent has learning disabilities or learning difficulties it doesn't mean they can't be a great mum or dad. But some parents can struggle to understand what they need to do to provide appropriate care for their child. In some cases, this can lead to a child being neglected. However, research shows that helping parents to identify and understand their child's needs can reduce the risk of a child being neglected.

- **Mental health**

Most parents or carers with a mental health problem give their children the love, care and support they need to thrive. But when parents are ill themselves, they may struggle to look after their children the way they are able to when they are well. For families without strong support networks, this can result in children having to take on extra responsibilities, such as caring for other family members. Research has also highlighted that some parental mental health problems (such as suicidal or self-harming behaviour, psychopathy or anxiety) could place children at risk of abuse or neglect. It is a common feature in serious child abuse cases. Mental illness in the perinatal period, just before and just after birth, is known to interrupt healthy parent-child bonding, referred to as "attachment" .

Families under pressure

All families come under pressure from time to time. But increased or continued stress can seriously affect how well a parent can look after their child. Research shows that parents:

- with a low income are more likely to feel chronically stressed than parents with higher incomes
- living in poorer neighbourhoods have high stress levels.

Living in poverty

Children who grow up in poverty might:

- live in a poorly maintained, unsafe or temporary home
- have to move often due to repeat evictions
- have disruptive neighbours.

Someone who is being abused may feel unable to leave their abusive partner and their home. Housing worries on top of money worries can put a lot of stress on parents. This can stop them being able to provide the practical and emotional support that children need. Poor housing and multiple moves are common features in serious child abuse cases. Research has found that children living in the most deprived neighbourhoods have a greater chance of being on a child protection plan or being

taken into care than children in the least deprived areas. There's also a link between physical discipline, stress and lower socio-economic groups.

Lack of support

Support from family, friends, neighbours or the wider community can give parents the resources and emotional support they need to help keep their child safe. But sometimes parents don't have this support. This might be because they live in an isolated area or because they have language difficulties or cultural differences. Sometimes the services they need just aren't available or they aren't able to access them. This can put children at a higher risk of harm and research has found that there are clear links between social isolation and child abuse or neglect.

Helplines

Help for adults concerned about a child – NSPCC - 0808 800 5000

Help for children and young people - Call ChildLine on 0800 1111

Sexual exploitation

Sexual exploitation affects thousands of children and young people across the UK every year. As a professional working with young people in an education, health or social care setting, you could have an important role to play in protecting children from exploitation -- helping to cut them free from this horrific form of child abuse.

As a professional working with young people, you may have opportunities to identify issues early so it is important to familiarise yourself with the signs that a young person is being exploited and to share this information with your colleagues or professionals in other agencies.

Other steps you can take to help protect young people include:

- staying alert to changes in behavior or any physical signs of abuse and investigating these further
- ensuring you know who the child protection lead is in your workplace and that you are aware of the procedure to follow if you have concerns about a young person
- thinking about ways that you might be able to better support and help young people to share information if they are worried about their own or another young person's situation
- Identifying opportunities to educate young people and their parents about healthy relationships and about sexual exploitation.

1 What is sexual exploitation?

Sexual exploitation is a form of sexual abuse, in which a young person is manipulated or forced into taking part in a sexual act. This could be as part of a seemingly consensual relationship, or in return for attention, affection, money, drugs, alcohol or somewhere to stay.

The young person may think that their abuser is their friend, or even their boyfriend or girlfriend. But they will put them into dangerous situations, forcing the young person to do things they don't want to do. The abuser may physically or verbally threaten the young person, or be violent towards them. They will control and manipulate them, and try to isolate them from friends and family.

2 Who does it affect?

This type of abuse could happen to any young person from any background. It happens to boys and young men as well as girls and young women. The victims of abuse are not at fault.

Abusers are very clever in the way they manipulate and take advantage of the young people they abuse.

3 How does it happen?

Many young people have been 'groomed' by an abusing adult who befriends the young person and makes them feel special by buying them gifts or giving them lots of attention. Young people may be targeted online or in person. Sexual exploitation can also occur between young people of a similar age.

In most cases, the abuser will have power of some kind over the young person. It may be that the abuser is older or more emotionally mature, physically stronger, or that they are in a position where they are able to control the young person.

There are some situations that can make young people more vulnerable to exploitation; by becoming distant from the people who would usually look after them. Young people who are having difficulties at home, regularly go missing or who have experienced care maybe particularly vulnerable.

4 What are the signs?

Children and young people that are the victims of sexual exploitation often do not recognise that they are being exploited.

However, there are a number of tell-tale signs that a child may be being groomed for sexual exploitation. These include:

- going missing for periods of time or regularly returning home late
- regularly missing school or not taking part in education
- appearing with unexplained gifts or new possessions
- associating with other young people involved in exploitation
- having older boyfriends or girlfriends
- suffering from sexually transmitted infections
- mood swings or changes in emotional wellbeing
- drug and alcohol misuse
- Displaying inappropriate sexualised behaviour.

Guidance on how to safeguard children and young people can be found in:

- 'Safeguarding Children and Young People from Sexual Exploitation': www.education.gov.uk/publications/standard/publicationdetail/page1/DCSF-00689-2009.
- If a child is in immediate danger, call 999 or contact your local police.
- For further information about child sexual abuse through exploitation visit: www.justwhistle.org.uk
www.stopitnow.org.uk

Female Genital Mutilation (FGM)

FGM is a form of child abuse and is recognised as a human rights violation by the UN; there is no justification for it under any circumstances. FGM has been illegal in the UK since 1985 and it is also illegal to take a girl abroad to undergo FGM if they are a British citizen or habitually resident in the UK. The offence can result in 14 years in prison or a fine – or both.

Female Genital Mutilation comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons (WHO, 2011). It is also sometimes referred to as female genital cutting or female circumcision. There are no health benefits to FGM and it is recognised internationally as a human rights violation.

Female genital mutilation is classified into four major types:

- Type 1 – Clitoridectomy: partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals) and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris).
 - Type 2 – Excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are “the lips” that surround the vagina).
 - Type 3 – Infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris.
 - Type 4 – Other: all other harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping and cauterizing the genital area
- *60,000 girls under 15 are at risk of FGM in the UK*
 - *137,000 girls and women are living with the consequences of FGM in the U*
 - *Over 130 million girls and women worldwide have undergone FGM*
 - *FGM is practiced in more than 29 countries across Africa, parts of the Middle East, South East Asia and countries where migrants from FGM affected communities live.*

Some girls who come from FGM affected communities may be at risk of FGM, even if they live in the UK. If the mother or older sisters have already undergone FGM, then it is highly likely that the younger girl will be at risk. As FGM is illegal in the UK, girls may be taken abroad especially during summer holidays, for FGM to be performed.

FGM is traditionally carried out by women who are often not medically trained. FGM is also now being practised by trained medical personnel including midwives, nurses or doctors. No matter the method or who is performing FGM, the practice could still lead to serious health consequences.

FGM can result in physical and emotional problems, and sometimes death. These can be short-term or long-term. Examples of health problems include:

.Physical complications

- Extreme pain: FGM is often performed without any anaesthetic. Girls can go into shock because of extreme pain and stress.
- Severe bleeding: This is caused by damage to blood vessels. In some cases this can lead to death.
- Risk of infection: An unclean environment (i.e. the use of blades that are not sterile and traditional methods for healing the wounds), may cause serious infections such as tetanus or even HIV.
- Difficulty in passing urine and menstruation: due to fear of passing urine or damage to the urinary tract and/or reproductive organs.

Psychological complications

Studies show that FGM may affect a woman psychologically for the rest of her life. Some psychological effects include:

- Anger at the person who performed FGM or arranged for FGM to be carried out.
- Emotional distress, fear and feelings of helplessness
- Post-traumatic stress disorder: symptoms can include flashbacks, nightmares, anxiety and depression for a long time after FGM.
- Sexual Phobia: resulting in fear and difficulties in having sex.
- Feelings of not being a 'whole' or a 'normal' girl or woman may be felt by some girls/women because of FGM.
- Because the clitoris is so sensitive, a woman's sexual pleasure is greatly decreased by its removal. This can have negative effects in a marriage and in sexual relations. However, FGM does not take away sexual desire. This is because sexual relations are more than physical; feelings such as love, passion and companionship are also important for pleasure.

Not all girls and women who have undergone FGM experience health problems. Others may not be aware of these problems, or may not perceive them to be unusual or related to FGM, especially if they occur many years after the procedure.

Amina's experience of FGM: A brief account of Type 3 FGM

Amina's legs, arms and head were held by female members of her family so that she couldn't move. The circumciser used a sharp instrument like a razor blade or a knife to cut her. The sides of the outer lips were sewn together with acacia thorns. The opening that was left for urine, menstrual blood and other bodily fluids was the width of a matchstick head. To stop the bleeding, the wound was covered with herbal mixture of ash, earth, sap and leaves. When the process was over, Amina's legs were tied together and she was taken to a room especially prepared for her recovery. During the first few days, Amina was given special food to stop her from going to the toilet too often as it would be painful and could delay the healing of the wound. After 10 days, the ropes around her legs were removed and she was asked to walk around carefully. They told her that if the opening was too big or had not healed well, the procedure would be done again.

Signs of possible FGM to look for in Schools

- ✓ Prolonged or repeated absences from school.
- ✓ May have difficulty walking, standing, or sitting.
- ✓ May appear withdrawn, anxious or depressed.
- ✓ Academic performance may suffer.
- ✓ May spend a prolonged amount of time in the toilets.

If families are planning a prolonged trip during term time and this would lead to an unauthorised absence for the child, it is within the schools' rights to ask for further information about where they are going and for what purpose. A meeting with the parents can be called and this can be used as an opportunity to risk assess if the child may be in danger of FGM.

Any discovery or disclosure about FGM should be treated as a child protection concern – and be reported to the designated safeguarding teacher straight away following the procedures set out in the child protection policy.

School staff should not attempt to investigate the case themselves or attempt to speak to the child's parents as this may place the child at an increased risk of harm.

Useful links

FORWARD- <http://www.forwarduk.org.uk/>

Think Again: the film - <http://www.youtube.com/watch?v=kzBNTtR7toE>

Daughters of Eve - <http://www.dofeve.org/>

Womankind - <https://www.womankind.org.uk/>

FGM helpline - 0800 028 3550

https://www.nspcc.org.uk/news-and-views/our-news/child-protection-news/femalegenital-mutilation-helpline/fgm-helpline-launched_wda96863.html

HM Government (2011) Multi-agency practice guidelines: Female Genital Mutilation

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/216669/dh_124588.pdf

Forced Marriage

Identifying whether a child or young person is facing the likelihood of a forced marriage is difficult and complex. The biggest problem facing victims of planned forced marriage is isolation and pupils or students often believe that they have no one to speak to about their situation. Only rarely will the student disclose fear of forced marriage and this is why it is important to be alert to some of the signs and indicators. Schools, especially those which have contact with children or young people from abroad, are well placed to notice indicators which may present within the school setting and staff need to be confident in recognising and responding appropriately. Schools therefore have a responsibility to be aware of the problem and how it might be recognised within the establishment.

What is forced marriage?

Forced marriage is when someone faces physical pressure to marry (e.g. threats, physical or sexual violence) or emotional and psychological pressure (e.g. being made to feel they are bringing shame on the family).

Forced marriage should not be confused with an **arranged marriage**, which is where the families of both spouses take a leading role in choosing the marriage partner but the choice whether or not to accept the arrangement remains with the young people.

School ethos, policy and training

Schools should work to create an open and supportive environment where children or young people are encouraged to speak out about any concerns they may have.

How to respond to concerns / disclosures about forced marriage

Forced marriage for anyone under 18 is a child protection matter. So signs or disclosures that a pupil might be about to be forced into marriage must follow the usual child protection procedures. Members of staff should report concerns to the designated safeguarding lead.

The designated safeguarding lead should consider:

- Signposting the student to specialist advice and information centres.
- Contacting the Forced Marriage Unit or call 020 7008 0230 where experienced case workers will be able to offer support and guidance.
- Contacting the Foreign Office Response Centre on 020 7008 1500 for out-ofhours referrals.
- Calling the Police on 999 if a child is in immediate danger.

Working with parents

Because it is likely that parents or carers are the instigators of the planned forced marriage, **it is essential that you do not inform them of your concerns under any circumstances**. Decision about when and how to inform parents must be made by children's social care, the police or the Forced Marriage Unit (FMU) and never by school staff. Confronting the suspected parent may give them the opportunity to abduct, silence, threaten the child or report them missing and consequently place them in serious danger.

Protecting children at risk of forced marriage

The Anti-Social Behaviour, Crime and Policing Act 2014 sets out the criminal offences of taking someone overseas to force them into marriage (whether or not the marriage eventually takes place) and marrying someone deemed to be without the mental capacity to consent.

Under the Forced Marriage (Civil Protection) Act 2007, a Forced Marriage Protection Order can be sought to protect anyone at risk of being forced into marriage and to offer protection for those who have already been forced into marriage. This Act is designed to enable the courts to tailor the terms

of an order to protect and meet the specific needs of victims of forced marriage or potential forced marriage.

Forcing someone to marry can result in a sentence of up to 7 years in prison

Disobeying a Forced Marriage Protection Order can result in a sentence of up to 5 years in prison

Recognising possible signs and indicators

The relevant government and other related materials on forced marriage, cover a wide range of signs and indicators. The following are those which are more likely to be encountered within a school setting.

- Truancy, running away, absence and persistent unexplained or suspicious absence.
- Request for extended leave of absence and failure to return from visits to country of origin.
- Fear about forthcoming school holidays.
- Surveillance by siblings or cousins at school.
- Constant surveillance of girls or young women by accompanying them to and from school/college, and even during lunch breaks.
- Decline in behaviour, engagement, performance or punctuality, unexpectedly poor exam results.
- Anxiety, depression, low self-esteem, self-harming, self-cutting or eating disorders, substance misuse, isolation, attempted suicide.
- Being withdrawn from school by those with parental responsibility.
- Removal from a day centre of a person with a physical or learning disability.
- Not allowed to attend extracurricular activities.
- Sudden announcement of engagement to a stranger.
- Prevented from going on to further/higher education.

While many of these signs and indicators could be linked to other issues, it is important to consider all potential reasons and keep an open mind.

Cultural sensitivities

This is a subject area which inevitably will touch cultural sensitivities and staff must be made aware of the risk of either over or under reporting suspicions. It is important neither to be overly suspicious about cultural differences nor to ignore worrying signs on the basis that you might be thought racist for raising them. However, do not assume that a student is at risk of being forced into marriage simply on the basis that they are being taken on an extended family holiday. This could cause considerable distress to families. All efforts should be made to establish the full facts from the student at the earliest opportunity.

Useful links

ChildLine – 0800 1111 – www.childline.org.uk

Forced Marriage Unit - <https://www.gov.uk/stop-forced-marriage>

Karma Nirvana - <http://www.karmanirvana.org.uk/>

NSPCC Helpline - 0808 800 5000

HM Government (2014) Multi-agency practice guidelines: Handling cases of Forced Marriage

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

<https://www.gov.uk/forced-marriage>

Fabricated or Induced Illness (FII)

Fabricated/induced illness occurs when a child is presented for medical attention with signs or symptoms which have been fabricated or induced by the child's carer.

FII is a spectrum of disorders rather than a single entity. At one end less extreme behaviours include a genuine belief that the child is ill. At the other end the behaviour of carers includes them deliberately inducing symptoms by administering drugs, intentional suffocation, overdosing, tampering with medical equipment, and falsifying test results and observational charts.

Most of these symptoms will not be visible within the school setting but it is sensible to be aware of signs in case a child or another family member raises these issues.

Fabricated or induced illness is form of child abuse and it should be reported to the designated safeguarding lead straight away in accordance with the child protection policy.

The signs and indicators of FII can be ambiguous and may be attributed to other problems in the child's family that you may be aware of. School staff are particularly well-placed to notice outward signs of harm or to observe if a child is repeatedly unwell for no apparent reason. Or, a discrepancy may occur when parents give a description of a child's ill health which does not accord with your observation and knowledge of the child in the school setting.

The following factors may alert you to the possibility of FII:

- Frequent and unexplained absences from school, and from particular lessons/activities.
- Regular absences to keep a doctor's or a hospital appointment, where no reason has been given.
- Regular failures to keep medical and other health related appointments e.g. opticians, physiotherapists.
- Refusal of permission for school medicals and/or other school based health related checks (e.g. hearing).
- Repeated claims by the parent/s that a child is frequently unwell and requires medical attention for symptoms which are vague, difficult to diagnose and which have not, of themselves ever been noticed by staff.

Examples might be

- headaches, tummy aches, dizzy spells, frequent visits to opticians, dentists or referrals for second opinions.
- Frequent illness, treatments or ailments not consistent, or considered to be excessive, in relation to a child's disability.
- The child may disclose ill treatment by carers to staff or complain about frequent doctor's visits. Carers, siblings and the child may present conflicting stories about illnesses and deaths in the family. Where siblings are in the same school, concerns should be discussed with the relevant staff to establish if similar patterns apply to all children in the family. This should be done by the designated safeguarding lead in the school.
- The child's supposed symptoms are only mentioned when the mother is present.
- The mother/carer appears to have an unusually high level of knowledge about medical matters.
- Documents or other sources indicate that the mother/carer has changed doctors frequently, and/or has visited different hospitals for her child's treatment.

Schools should collate a record of absences and, where known, the reasons given by the carer for the absence. They should also record any discussions with the child, including verbatim comments. The date, time, place and the names of any people present at the time should be recorded. This should be included in the referral made to CSC. The school nurse can also help with providing evidence of concerns, if she has been involved.

Staff should not advise parents/carers about the suspicion of fabricated illness as there is evidence that this can increase the harm and it may also damage evidence. The designated safeguarding lead should discuss with Social Care what the parent/carers will be told, by whom and when.

References, useful resources or links

HM Government (2008) Safeguarding children in whom illness is fabricated or induced

<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

Lazenbatt, A. and Taylor, J. (2011) *Fabricated or induced illness in children: a rare form of child abuse* NSPCC Research briefing

Mental Health

What are mental health problems?

Mental health problems can affect the way you think, feel and behave. Some mental health problems are described using words that are in everyday use, for example 'depression' or 'anxiety'. This can make them seem easier to understand, but can also mean people underestimate how serious they can be.

A mental health problem feels just as bad, or worse, than any other illness – only you cannot see it. Although mental health problems are very common – affecting around one in four people in Britain – there is still stigma and discrimination towards people with mental health problems, as well as many myths about what different diagnoses mean.

There are also a lot of different ideas about the way mental health problems are diagnosed, what causes them and which treatments are most effective.

However, despite these challenges, it is possible to recover from a mental health problem and live a productive and fulfilling life. It is important to remember that, if you have a mental health problem, it is not a sign of weakness.

What kinds of mental health problems are there?

There are many different mental health problems. You may experience symptoms that are common to two or more diagnoses, or you may experience the symptoms of more than one mental health problem at once.

Depression

Depression lowers your mood, and can make you feel hopeless, worthless, unmotivated and exhausted. It can affect self-esteem, sleep, appetite and libido. It can also interfere with daily activities and, sometimes, your physical health. In its mildest form, depression can mean just being in low spirits. It doesn't stop you leading a normal life, but makes everything

harder to do and seem less worthwhile. At its most severe, major depression (clinical depression) can be life-threatening, and make you feel suicidal. Depression can be related to certain experiences. One form is postnatal depression, which can occur after childbirth. Anxiety often comes with depression. (See Mind's booklet Understanding depression.)

Anxiety

Anxiety can mean constant and unrealistic worry about any aspect of daily life. If you are feeling anxious, you may feel restless, experience sleeping problems and possibly physical symptoms; for example, an increased heart beat, an upset stomach, muscle tension or feeling shaky. If you are highly anxious, you may also develop related problems, such as panic attacks, a phobia or obsessive-compulsive disorder (OCD). (See Mind's booklet Understanding anxiety and panic attacks.)

Obsessive-compulsive disorder

Obsessive-compulsive disorder (OCD) has two main parts: obsessions and compulsions. Obsessions are unwelcome thoughts, ideas or urges that repeatedly appear in your mind; for example, thinking that you have been contaminated by dirt and germs, or worrying that you haven't turned off the oven. Compulsions are repetitive activities that you feel you have to do. This could be something like repeatedly checking a door to make sure it is locked or washing your hands a set number of times. (See Mind's booklet Understanding obsessive-compulsive disorder.)

Phobias

A fear becomes a phobia when you have an exaggerated or unrealistic sense of danger about a situation (such as going outside) or object (such as buttons). You will often begin to organise your life around avoiding the thing that you fear. The symptoms of phobias are similar to anxiety, and in severe forms you might experience panic attacks. (See Mind's booklet Understanding phobias.)

Eating problems

If you have an eating problem, you may find yourself eating too much or too little. You may deny yourself anything to eat, even when you are very hungry, or you may eat constantly, or binge. The subject of food or

how much you weigh is likely to be on your mind all the time. Anorexia, bulimia, bingeing and compulsive eating are some of the most common eating problems. (See Mind's booklet Understanding eating problems.)

Bipolar disorder (manic depression)

If you have bipolar disorder, you will experience extreme swings in mood – from periods of overactive, excited behaviour, known as 'mania' or 'manic episodes' – to deep depression. Between these severe highs and lows, you may have stable times. (See Mind's booklet Understanding bipolar disorder.)

Schizophrenia

You may receive this diagnosis if you have symptoms such as confused thoughts, hearing voices or seeing and believing things that others don't. This diagnosis can be controversial as not all people who experience such things believe they have a mental health problem or that the term 'schizophrenia' is the best way to describe their experiences. (See Mind's booklet Understanding schizophrenia.)

Personality disorders

You may receive this diagnosis if you find it difficult to change patterns of thinking, feeling and behaving. You may have a more limited range of emotions, attitudes and behaviours with which to cope with everyday life. This might make your life difficult or affect the people around you. (See Mind's booklet Understanding personality disorders.)

Common symptoms, feelings and behaviours

In addition to the more formal diagnoses listed, there are some symptoms, feelings and behaviours which are strongly associated with mental health problems.

Panic attacks

These are bouts of intense, often very frightening symptoms, usually lasting between 5 and 20 minutes. If you experience a panic attack, you may find it hard to breathe, and feel your heart beating hard. You may have a choking sensation, chest pain, begin to tremble or feel faint. It's

easy to mistake these for the signs of a heart attack or another serious medical problem. Panic attacks can occur at any time, and this is what makes them different from a natural response to real danger. (See Mind's booklets *Understanding anxiety and panic attacks* and *Mind tips for better mental health: panic attacks*.)

Self-harm

Self-harm is a way of expressing very deep distress where you take actions to cause yourself physical pain. You may not know why you selfharm, but it can be a means of communicating what you can't put into words or think clearly about. After self-harming, you may feel better able to cope with life again, for a while, but the cause of your distress is unlikely to have gone away. (See Mind's booklet *Understanding self-harm*.)

Suicidal feelings

Many people experience suicidal feelings as part of a mental health problem. Suicidal thoughts can be unpleasant, intrusive and scary. However, thinking about suicide does not necessarily mean that you actually intend to take your own life. Lots of people think about suicide, and the majority do not go on to kill themselves. (See Mind's booklets *How to cope with suicidal feelings* and *How to support someone who is suicidal*.)

Could I be 'going mad'?

Experiencing mental health problems is often upsetting and frightening, particularly at first. However, mental health problems are a common human experience. They can happen to anyone, at any time. For most people, these experiences will only last for a short period.

If you are unwell, you may worry that your mental health problem is only going to get worse or that you are going mad. You may feel that you are losing your normal personality and are no longer yourself. You may also be afraid of becoming a danger to others or of being locked up in an institution.

These fears are often reinforced by the negative way that people experiencing mental health problems are shown on TV, in books and by the media. You may also be scared of being seen as 'mad', and of losing your friends, family and independence. These fears may stop you from talking about your problems. This, in turn, is likely to increase your distress and sense of isolation.

I was hiding in my flat. I didn't answer the front door or the phone. I felt nobody in the whole world was in as much pain as me, that no one would understand.

In reality, most people know someone who has experienced a mental health problem. Talking to a family member or friend about how you are feeling is often a first step to getting the support you need. You may also find that discussing your problems with someone else who has experienced something similar helps you.

What causes mental health problems?

Mental health problems can have a wide range of causes. In most cases, no one is sure precisely what the cause of a particular problem is. We can often point to things that trigger a period of poor mental health but some people tend to be more deeply affected by these things than others.

The following factors could potentially trigger a period of poor mental health:

- childhood abuse, trauma, violence or neglect
- social isolation, loneliness or discrimination
- the death of someone close to you
- stress
- homelessness or poor housing
- social disadvantage, poverty or debt
- unemployment
- caring for a family member or friend
- a long-term physical health condition
- significant trauma as an adult, such as military combat, being involved in a serious accident or being the victim of a violent crime

- physical causes – for example, a head injury or a condition such as epilepsy can have an impact on behaviour and mood (it is important to rule out causes such as this before seeking further treatment for a mental health problem)
- genetic factors – there are genes that cause physical illnesses, so there may be genes that play a role in the development of mental health problems.

How are mental health problems diagnosed?

To diagnose a mental health problem, doctors look for groupings of certain symptoms. For example, if you have had symptoms such as low mood and a lack of interest and pleasure in usual activities for more than two weeks, you are likely to be diagnosed with depression. For more common mental health problems, particularly depression and anxiety, a doctor, usually your GP, will normally give you a short questionnaire about your symptoms to help with this. Less common mental health problems may mean you need to be referred to a specialist before you can be given a diagnosis.

Many diagnoses have some of the same symptoms. For example, a change in sleeping pattern is a feature of both depression and anxiety. Your doctor will base your diagnosis on more than one symptom. If your symptoms change, you may receive more than one diagnosis over a period of time.

Different ways of understanding mental health problems

Making a diagnosis helps a doctor assess what treatment you need and predict how your condition is likely to develop. But there are different ways of understanding mental health problems. A lot of people, including some doctors, feel this medical model of diagnosis and treatment is not enough. Psychological and social factors – your background, lifestyle and other personal circumstances – may be just as important in diagnosing and treating you.

Labelling

If you receive a diagnosis, you might feel relieved and be glad that you can put a name to what is wrong. However, if a diagnosis becomes a

cause of stigma it can be very damaging. For example, instead of being seen as a parent, writer, mechanic or student who has schizophrenia, you may be seen as 'a schizophrenic', as though this diagnosis is all that you are. Remember, a diagnosis does not have to shape your entire life, and may come to be a relatively minor part of your identity or history.

Are people with mental health problems dangerous?

Some people think that there is a link between mental health problems and being a danger to others. This is an idea that is largely reinforced by stories about this in the media. However, the most common mental health problems have no significant link to violent behaviour.

People with serious mental health problems, including those most often linked to violence in the media, are more likely to be the victim of a violent crime than to commit one. For example, those diagnosed with psychosis are 14 times more likely to be a victim of a crime rather than to perpetrate one.

Serious acts of violence committed by people with mental health problems are rare. Someone with a mental health problem is actually more likely to harm themselves than someone else; although, the majority of people with mental health problems do not harm themselves at all.

How can I help myself?

Self-help techniques can be effective in managing the symptoms of many mental health problems and for some people mean that no other treatment is needed. Making changes to your general lifestyle may also help to prevent some problems from developing or getting worse.

However, it's important to remember that there is unlikely to be an instant solution. Recovering from a mental health problem is likely to take time, energy and work.

Here are some suggestions for self-help techniques that you might find helpful. You can also find more ideas in Mind's booklet *How to improve and maintain your mental wellbeing*.

Maintain your social life

Feeling connected to other people is important. It can help you to

feel valued and confident about yourself, and can give you a different perspective on things. Think about the interactions you have every day with family, friends, colleagues, neighbours or people you haven't met before. Spending a little more time on relationships you're interested in can really give you a boost.

Use peer support

Talking to people who have had a similar experience or share similar feelings can be a massive support. This could be a website, such as Mind's Elefriends community, a social media site or a support group. Peer support offers many benefits, such as feeling accepted for who you are, increased self-confidence, the value of helping others, information and signposting, and challenging stigma and discrimination.

Be active

Doing regular physical activity can be very effective in lifting your mood and increasing your energy levels, and it is also likely to improve your appetite and sleep. Physical activity stimulates chemicals in the brain called endorphins, which can help you to feel better.

Although you may not feel like it to start with, try to do 20 minutes of physical activity a day. It does not have to be very strenuous or sporty to be effective. Walking at a reasonable speed and taking notice of what is around you is a good start. (See Mind's booklet Mind tips for better mental health: physical activity.)

Try ecotherapy

Getting out into a green environment, such as the park or the countryside, is especially helpful. If you have a garden, you may want to spend more time there. If you like gardening, there may be an ecotherapy group near you. (See Mind's booklet Making sense of ecotherapy.)

Practise mindfulness

Mindfulness is a therapeutic technique that involves being more aware of the present moment. This can mean both outside, in the world around you, and inside, in your feelings and thoughts. Notice the flavours in your evening meal, or the way the sun sets as you leave work. When you slow down and observe, you can catch sight of amazing things, and

you can become better at understanding your own reactions and moods. (See Be Mindful in 'Useful Contacts' on p.21 for more information about mindfulness and details of groups in your area.)

What treatments are available?

The two most common forms of treatment offered through the NHS are talking treatments and medication. These treatments aim to relieve and help you cope with distressing symptoms.

There are clinical guidelines issued by the National Institute for Health and Care Excellence (NICE) which medical professionals are encouraged to follow (see NICE in 'Useful Contacts' on p.22). These guidelines are based on published evidence, expert contributions and real life experiences. Although health professionals are encouraged to follow these guidelines, access to treatment varies enormously across the NHS.

Talking treatments

Talking treatments provide a regular time and space for you to talk about your troubles and explore difficult feelings with a trained professional. This can help you to deal with specific problems, cope with a crisis, improve your relationships, or develop better ways of living.

You may hear the terms 'talking treatment', 'talking therapy' or 'psychological therapy'. These terms have the same meaning and cover treatments that you may know as:

- psychotherapy
- counselling
- therapy

There are many different types of therapy available in the UK and it is important to find a style and a therapist that you can trust and feel comfortable with. (See Mind's booklet Making sense of talking treatments.)

Medication

The most common type of treatment given by doctors and psychiatrists is prescription medication. These drugs don't cure mental health problems, but aim to ease the most distressing symptoms.

The drug you are offered will depend on your diagnosis. For example:

- antidepressants – to lift depression (see Mind’s booklet Making sense of antidepressants)
- minor tranquillisers or sleeping pills – to help someone calm down or sleep (See Mind’s booklet Making sense of sleeping pills and minor tranquilisers)
- antipsychotics – to reduce distressing symptoms of psychosis (see Mind’s booklet Making sense of antipsychotics)
- mood stabilisers – to control extremes of mood (see Mind’s booklet Making sense of lithium and other mood stabilisers)

Many people find these drugs helpful, as they can lessen symptoms and allow them to function at work, look after their families or take part in normal activities.

However, drugs can have side effects that may make people feel worse rather than better. They can also be addictive, difficult to withdraw from (see Mind’s booklet Making sense of coming off psychiatric drugs) or cause physical damage if taken in too high a dose. It is therefore important to make sure you have all the information about a drug before you start taking it. Ensure you are aware of all the positive benefits and drawbacks, and what to do if you experience side effects.

Complementary and alternative therapies

Some people find complementary and alternative therapies such as hypnotherapy, massage and acupuncture helpful to manage stress and other common symptoms of mental health problems. The clinical evidence for these therapies is not always as robust as it is for other treatments. A body called the Complementary and Natural Healthcare Council (CNHC) exists to provide regulation for complementary therapists. Their website holds details of therapists who have met nationally agreed standards. (See ‘Useful contacts’ on p.21.)

Arts therapies

Arts therapies are a way of using the arts – music, painting, dance, voice or drama – to express and understand yourself in a therapeutic environment with a trained therapist. Arts therapies can be especially

helpful if you find it difficult to talk about your problems and how you are feeling. (See Mind's booklet Making sense of arts therapies).

Will I recover?

It is possible to recover from mental health problems and many people do. Most people experiencing a common mental health problem see their symptoms pass quite quickly. Symptoms may return from time to time but people are often more able to manage them after the first experience. With more serious mental health problems, people also usually find a way of managing their condition. For many people, getting better does not mean going back to a previous life, but might mean making choices to live differently and having power over areas of life that seemed out of control before. Some people emerge from the experience feeling stronger and wiser and having learnt more about themselves.

Deciding what would mean you were feeling better or how to manage your condition is personal and depends on your life circumstances. It may also depend on what diagnosis you have received. Further information about living with particular diagnoses is available in Mind's Understanding booklets.

... The first step was making cups of tea. Admitting that at the time I couldn't solve my problems or manage much more. But holding on to the idea that one day I would. And I did... I am now married, working full time and looking ahead.

What can friends and family do to help?

This section is for friends and relatives who would like to support someone they know with a mental health problem.

It can be very difficult to see someone who you care about becoming distressed and unwell, but you don't need to be an expert on mental health to offer support. Often, small everyday actions can make the biggest difference.

Show your support

If you know someone has been unwell, don't be afraid to ask how they are. They might want to talk about it, or they might not. But just letting

them know they don't have to avoid the issue with you is important. Just spending time with the person lets them know you care and can help you understand what they're going through.

Ask how you can help

People will want support at different times in different ways, so ask how you can help. It might be useful to help keep track of medication, or give support at a doctor's appointment. If your friend wants to get more exercise, you could do this together, or if your partner is affected by lack of sleep, you could help them get into a regular sleeping pattern.

Be open-minded

Phrases like 'Cheer up', 'I'm sure it'll pass' and 'Pull yourself together' definitely won't help. Be non-judgemental and listen. The person experiencing a mental health problem often knows best what is helpful for them.

Don't just talk about mental health

Keep in mind that having a mental health problem is just one part of the person. People don't want to be defined by their mental health problem, so keep talking about the things you always talked about.

Show trust and respect

Trust and respect between you and the person experiencing a mental health problem are very important – they help to rebuild and maintain a sense of self-esteem, which mental health problems can seriously damage. This will also help you to cope, as you will hopefully see your support having a positive impact on the person you care about.

Look after yourself

It is often easier to support someone well if the caring role is shared with others. Finding someone to talk to about the situation is also very helpful. It is important to set boundaries and maintain your own mental wellbeing – if you become unwell you will be less able to offer support. If your friend or relative has been given an assessment, you may be entitled to have your needs as a carer assessed and taken into account. (See Mind's booklet How to cope as a carer.)

Useful contacts

Mind

Mind Infoline: 0300 123 3393
(Monday to Friday 9am to 6pm)
email: info@mind.org.uk
web: mind.org.uk

Anxiety UK

tel: 0844 477 5774
web: anxietyuk.org.uk
Information and counselling. Offers a helpline and online support for those suffering from anxiety disorders.

Be Mindful

web: bemindful.co.uk
Information on mindfulness, and details of local mindfulness courses and therapists.

British Association for Behavioural and Cognitive Psychotherapies (BABCP)

tel: 0161 705 4304
web: babcp.com

Online directory of psychotherapists.

British Association for Counselling and Psychotherapy (BACP)

tel: 01455 883 300

web: bacp.co.uk

Information about counselling and therapy. See sister website, itsgoodtotalk.org.uk for details of local practitioners.

Carers UK

helpline: 0808 808 7777
web: carersuk.org
Information and advice for carers.

Complementary and Natural
Healthcare Council (CNHC)
tel: 020 3178 2199
web: cnhc.org.uk

Depression Alliance
information pack request line:
0845 123 2320
web: depressionalliance.org
Information and support for people
with depression. To receive an
information pack, call the request
line and leave your name and
address.

Disability Rights UK
web: disabilityrightsuk.org
Information and support for people
living with a disability, including
contact details of local disability
groups.

Hearing Voices Network
tel: 0114 271 8210
web: hearing-voices.org
Local support groups for people who
hear voices.

NICE (The National Institute for
Health and Care Excellence)
web: nice.org.uk
Evidence-based guidelines on
treatments.

Rethink Mental Illness
advice line: 0300 500 0927
web: rethink.org
Information and support for people
with mental health problems.

Samaritans

Freepost RSRB-KKBY-CYJK

Chris PO Box 90 90

Stirling FK8 2SA

24-hour helpline: 0845 790 9090

email: jo@samaritans.org

web: samaritans.org

Emotional support for anyone
feeling down, distressed or
struggling to cope.

Families with multiple needs (domestic violence, drugs and alcohol, mental health)

Children who live in families with multiple needs are at an increased risk of negative outcomes. Difficulties within families may be commonly known by the school or by the local community, but it can be difficult to know when problems within families have reached the threshold for taking action. Schools have daily contact with children and young people, and are in a good position to be able to identify when these problems are impacting upon a child's safety and welfare.

A brief outline of the subject

The term 'families with multiple needs' covers a wide range of experiences and circumstances each of which may be experienced by families from time to time and pose difficulties for them, but may not represent long-term damaging effects for their children.

For children, the most high-risk of these problems are:

- living with domestic violence
- parental drug or alcohol misuse
- parental mental health problems.

Living with domestic violence is included in the definition of "significant harm" and so any concerns about domestic violence must follow child protection procedures. Parents with substance misuse problems or mental health problems may struggle at times to provide their children with the care and protection they need. Concerns about these issues should also follow child protection procedures, to ensure that the family gets the support they need to keep the children safe from harm.

School ethos, policy and training

Schools should create an ethos that encourages all staff to feel confident in expressing concerns about a child who they believe may be living in circumstances where these parental risk factors apply, no matter how difficult this may be, or where there may be perceived to be a strong relationship between the school and the family. The well-being of the child must come first.

It should be made clear that concerns of this nature are regarded as potential child abuse and the school child protection procedures should be followed. Information should be included (or signposted) in schools' child protection policies, procedures and relevant training.

Recognition of possible signs and indicators

- Poor attendance at school or nursery
- Not reaching developmental milestones
- Poor educational attainment
- Poor attachment to parents due to emotional unavailability
- Behavioural problems such as anxiety, stress and anger

Other indications that a family is experiencing a multiplicity of problems is when they are known to be regular users of a wide range of services such as welfare and benefit services, social housing, health, social care, youth offending or probation as well as community services for identified problem areas.

Response and action to be taken

If you are concerned that a child may be experiencing problems at home, then report your concerns to your designated safeguarding lead as soon as possible, in line with your child protection policy and procedures. It is important to record your concerns especially if they occur incrementally over time. Sometimes the evidence builds up with each incident appearing mild but the frequency and impact on the child being highly significant.

Working with parents

The principle of working with parents must of course be upheld, but suspicions relating to a perception of their multiple needs and the impact on their child/ren must be handled very carefully. Neither schools nor members of staff should carry out their own enquiries and any decision about informing parents should be made by Children's Social Care.

There should be a presumption of openness, joint decision making, and a willingness to listen to families and capitalise on their strengths and resilience, but the guiding principle should always be what is in the best interests of the child. Where it is suspected that the level of parental impact on a child, of their behaviour or circumstances, is at an unacceptable level, all decisions about what and when (and by whom), to tell parents and children should be taken by senior staff within the multiagency team. While professionals should seek, in general, to discuss any concerns with the family and, where possible, seek their agreement to action, this should only be done where such discussion and agreement-seeking will not place a child at increased risk of significant harm.

References, useful resources or links

DfE (2011) *Providing Intense Support for Families with Multiple and Complex Needs*
www.gov.uk/government/publications/providing-intense-support-for-families-with-multiple-and-complex-needs-manager-guidance

NSPCC Training *Families with multiple needs: Domestic abuse, parental mental illhealth and substance misuse*
http://www.nspcc.org.uk/inform/trainingandconsultancy/training/trainingcourses/families-multiple-needs_wda85729.html

Private Fostering

What is private fostering?

Private fostering is when a child under the age of 16 (or under the age of 18 if the child has a disability) lives with someone other than a close relative as part of a private arrangement (i.e. not because of a care order) for a period of 28 days or more. Close relatives are defined as parents, step-parents, siblings, brothers or sisters of a parent, and grandparent (Children Act 1989).

Private foster carers are responsible for the day to day care of the child although overarching responsibility for the child's welfare remains with the parent or person with parental responsibility.

Children living with private foster carers may be vulnerable because of the informal nature of the arrangements and because the private foster carers may not be equipped to protect children from risks to their welfare and safety.

What schools can do to protect vulnerable children

Private fostering arrangements can be difficult to identify but some questions on admission to school could help to identify children who are privately fostered:

- Is the child living with someone other than a close relative?
- Has the child been living there or is there the intention for them to be living there for 28 days or more?
- Has this been arranged and agreed by the child's parent or person with parental responsibility?
- If the child is from overseas, what are their living arrangements? Are their parents with them?

Examples of possible private fostering arrangements

- Adolescents estranged from their parents.
- Children from overseas where parents are not resident in this country.
- Children who are unable to live with their parents because a parent has health problems, is in prison or there are alcohol or drug issues etc.
- Children whose parents are working away from home.
- Children whose parents have died or separated.
- Children who have been trafficked into the country.

Notifying the local authority

Both the parents and the private foster carers have a legal duty to inform the local authority if they are setting up private fostering arrangements. Local authorities have a duty to check the safety and welfare of children in private fostering arrangements. If the child is a "Looked-After Child", then they are not in a private fostering arrangement.

If you think a child is privately fostered discuss this with the parents or carers and encourage them to notify the local authority. If they consent, the school could contact the local authority on their behalf. If they do not consent you could discuss your concerns with the Education Welfare Officer or contact the local authority's private fostering officer.

If you suspect a child is being harmed or is at risk of harm (including from trafficking or exploitation) then follow Child Protection procedures.

More information on private fostering

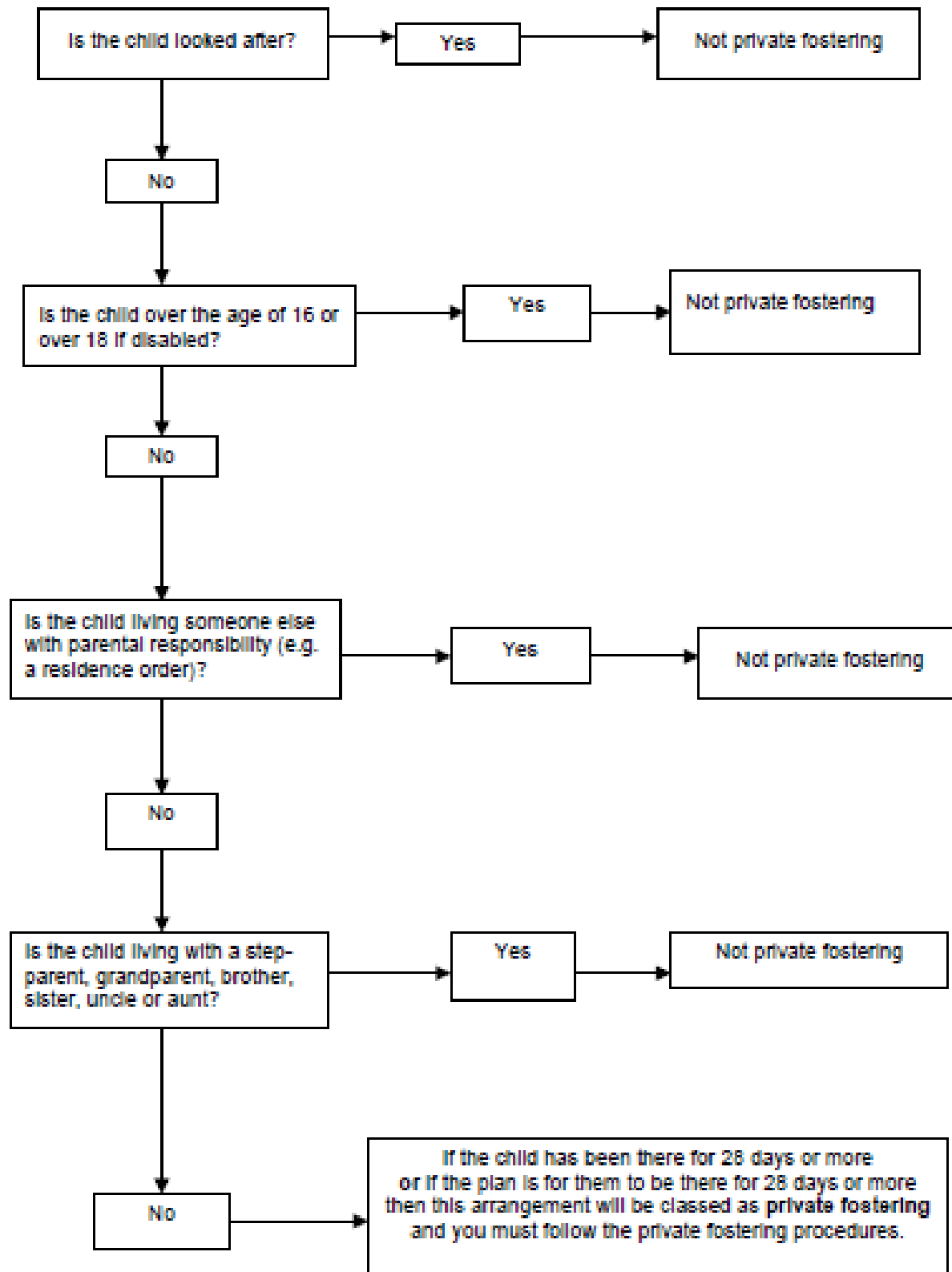
BAAF – Someone else's child

http://www.privatefostering.org.uk/profs/10tips_education

Shaw et al (2010) Research into Private Fostering. DCSF

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/221945/DCSF-RR229.pdf

Flowchart for use when a child is living with someone other than a parent



Introduction

Nearly 75% of girls and 50% of boys have reported some sort of emotional partner abuse (NSPCC and the University of Bristol 2009). It is therefore likely that there are young people in your school who are experiencing relationship abuse.

It is important for all school staff to understand that this needs to be taken seriously.

One survey reported that 77% of young people feel they do not have enough information and support to deal with physical or sexual violence. Schools can provide this in a safe environment.

It is perfectly possible to talk to children and young people about interpersonal and domestic violence; indeed, there is a great need to do so.

This is because children and young people are confused about the issue and want to learn more. Those children and young people who have lived with violence, or are living with it, want to talk about it and make sense of their experiences.

Below are a few simple steps to enable teachers to tackle teenage relationship abuse.

READ this leaflet and learn about teenage relationship abuse

EMAIL all school staff with this leaflet and mention it in staff meetings

SUPPORT young people who choose to talk about their experiences (see pages 9-10)

PROMOTE information on support services (see page 20)

ENGAGE the whole school to stop teenage relationship abuse (see page 8)

CHECK out the campaign education pack (<http://thisisabuse.direct.gov.uk>)

TEACH a lesson on teenage relationship abuse (see accompanying Expect Respect lesson plans)

What is teenage relationship abuse?

Research has shown that some teenagers have worryingly high levels of acceptance of abuse within relationships and often justify the abuse with the actions of the victim, e.g. because they were unfaithful.

A recent study by the NSPCC and the University of Bristol questioned 1,353 young people (aged between 13 and 17 years old, from eight UK schools) on violence in their intimate relationships. Key points from the research include the following:

"And he raised his fist to hit me and I was stood there and I was thinking, I, and at one point I know it sounds stupid but I wanted him to, because I felt, I felt as if I deserved it, but I was, I was scared."

"You know K - if she calls me names I'll smack her around the cheek... I'd just grab her and I'd punch her and make them pay for it. I can't help it. It's not me - my hand just goes, boom. My hands are, like, alive."

(Young man, Year 7, WOMANISHD research 2007)

- 33% of girls and 16% of boys reported some form of sexual abuse.
- 25% of girls (the same proportion as adult women) and 18% of boys reported some form of physical relationship abuse.
- Around 75% of girls and 50% of boys reported some form of emotional relationship abuse.
- Most commonly reported forms of emotional abuse, irrespective of gender, were 'being made fun of' and 'constantly being checked up on by partner'.
- Girls were more likely than boys to say that the abuse was repeated and that it either remained at the same level of severity, or worsened, especially after the end of the relationship.
- Younger participants (aged 13 to 15 years old) were as likely as older adolescents (aged 16 and over) to experience some forms of relationship abuse.
- The majority of young people either told a friend or no-one about the violence; only a minority informed an adult.
- Risk factors which may increase a teenager's susceptibility to relationship abuse can include previous experiences of parental domestic violence, physical and sexual abuse and violent peer groups.
- Teen relationship abuse can have serious outcomes including depression and suicide.

Why is teenage relationship abuse a hidden problem?

Teenagers experience as much relationship abuse as adults. Several independent studies have shown that 40% of teenagers are in abusive dating relationships. Domestic violence is still a 'hidden' issue in our society; and it is even more so for teenagers. This is exacerbated by the fact that adolescents can be more accepting of, and dismissive about, this form of behaviour than adults.

The lack of awareness around this issue can be explained, to some extent, by the following factors:

- Teenage romantic relationships can often be short-lived but they are experienced as intensely as adult relationships. Unfortunately, parents and professionals do not always take these relationships seriously enough.
- Adolescents can be more susceptible to gender-role stereotypes and can be confused about what their role is within society.
- Because of a lack of experience in constructing respectful relationships and because of their peer group norms it can be difficult for teenagers to judge their partner's behaviour as being abusive.
- Teenage relationship abuse is influenced by how teenagers look at themselves and others. This can be influenced by the media and its portrayal of how we should look and behave.
- First relationships are daunting enough, yet this can be even more difficult if someone is entering into a same-sex relationship and does not feel ready to tell people yet.
- If the young person attends the same school, college, youth club as their abuser, this can increase their sense of fear and entrapment.

Look out for warning signs of relationship abuse

Some of the signs below could indicate that a young person is experiencing relationship abuse. This list is not exhaustive and young people respond differently. These signs could also be due to other causes, but it is useful to be aware of common responses.

- Physical signs of injury / illness
- Truancy, falling grades
- Withdrawal, passivity, being compliant
- Changes in mood and personality
- Isolation from family and friends
- Frequent texts and calls from boyfriend / girlfriend
- Inappropriate sexual behaviour / language / attitudes
- Depression
- Pregnancy
- Use of drugs / alcohol (where there was no prior use)
- Self-harm
- Eating disorders or problems sleeping
- Symptoms of post-traumatic stress
- Bullying / being bullied

Impact on education

Relationship abuse can have a negative impact on a young person's cognitive ability which can affect how they behave at school. Signs can include:

- Being late for school / not attending (especially if abuser attends same school)
- Arriving early / staying late to avoid abuser
- Disturbed sleep affecting concentration
- Not focussed in lessons as he or she is preoccupied and worried
- Very gendered expectations of career and achievement
- Feeling unsafe as afraid of being traced by abuser via school
- Appearing isolated and removed
- Worried that everyone at school knows what is happening

"Relationship abuse can have a negative impact on how safe young people feel in school - this will impact on their participation, achievement and education."

Whole-school approach to stop teenage relationship abuse

Support students

1. All staff are informed about the school's child protection procedures and how they relate to teenage relationship abuse. They know when to discuss concerns with the designated senior member of staff and how they can refer young people to children's social care when they have identified an incidence of relationship abuse; children's social care and/or the police may also need to be involved with the abusing young person where appropriate.
2. Information about local support services is displayed in the school. This includes students having access to school counsellors and peer mentors who can provide appropriate support.
3. External agencies are referred to for specific support, including youth justice, police, sexual assault referral centres, children's social care services and local domestic violence agencies.

Proactive prevention

4. Age and ability appropriate lessons on teenage relationship abuse are delivered to all students, including discussions on respectful relationships and gender stereotypes (femininity and masculinity). This can include lessons within PSHE education, SEAL and all subjects of the curriculum, following a review of the curriculum to identify all relevant links on gender equality and respectful relationships.
5. All school staff receive training on violence against women and girls, including awareness of teenage relationship abuse and gender equality. Training develops their understanding, knowledge and skills in identification and referral of relationship abuse. Additional training builds skills on teaching about teenage relationship abuse and gender equality.

6. A working group of staff and students develop, deliver and monitor a strategic approach to promoting respectful relationships and gender equality in the school. Ensure there is clear leadership and commitment to develop a 'whole school' approach to stop teenage relationship abuse.
7. Raise awareness of teenage relationship abuse across the school through joining the national campaign. Display campaign posters and the short film (<http://thisisabuse.direct.gov.uk>), and talk about the campaign in assemblies and form time. Young people should participate in the running of this campaign.

Equal environment

8. All school staff work together to promote gender equality and respectful relationships. All schools should also develop a respectful and equal culture where all incidences of gender inequality are challenged.
9. Develop, design and display a clear and concise statement on teenage relationship abuse. Students, staff and governors should all participate in the creation of this and be involved in its display and monitoring. This statement should be included in relevant school policies including the Anti-bullying, Behaviour and Gender Equality Duty.
10. School policies clearly outline procedures for responding, resolving, reporting incidences of teenage relationship abuse as well as provide support to the victim. All school staff are confident in identifying and challenging incidences of relationship abuse, including making relevant referrals when they consider that a young person requires protecting from harm or a crime may have been committed. Information can be included in the gender equality scheme, Anti-bullying policy and child protection procedures.

Safeguarding students

Talking about teenage relationship abuse

Where young people are encouraged to talk about their experiences, they may turn to school staff for support. School staff can talk to students about teenage relationship abuse and tell them about the different support services that are available, such as helplines and websites that are free and confidential (<http://thisisabuse.direct.gov.uk>). Remind them that you and the school take teenage relationship abuse very seriously and the school has a child protection procedure.

Listening to young people's concerns

A young person may reveal that they are in an abusive relationship or that they are affected by domestic violence at home. Either way, what they are experiencing can be harmful to them.

Any disclosure of abuse should therefore be treated seriously and as a potential child protection concern, with appropriate steps taken in line with the school's safeguarding procedures.

If a child or young person starts to tell you about something that might indicate potential child abuse, listen but do not ask for any details. You need to let the child or young person know as soon as possible that if they tell you something that might cause you concern about their safety, you will have to tell someone else, usually the school's designated child protection senior member of staff.

Under no circumstances agree to keep this information a secret. Remember abuse thrives on secrecy. Make sure you are aware of your school's child protection procedures, and follow them, even if they are different from the information given below. You can also refer to the Government's inter-agency guidance *Working Together to Safeguard Children (2010)* available at www.publications.education.gov.uk

Do not ask probing questions or suggest answers. It may undermine any investigation by the police or enquiry by children's social care services if it looks as if the child has been asked leading questions or given suggestions with regard to their answers. The Police, children's social care services and the NSPCC are the only organisations that have legal powers to investigate allegations of child abuse.

When listening to a child or young person, try to make sense of what you are being told:

- are they currently being harmed?
- are they likely to be harmed in the future?
- is anyone else at risk of being harmed?
- do they need medical attention?
- what are their overall needs?
- what is important to them?

Safeguarding students

It can help to keep in mind the three steps outlined below – but as mentioned previously, follow your school's child protection procedures.

RECEIVE

- listen, do not look shocked or disbelieving;
- do not be judgemental;
- take what they are saying seriously and believe them;
- do not make the child or young person feel bad, for example, by saying things like "You should have told me earlier".

REASSURE

- stay calm, tell them that they have done the right thing in telling you;
- acknowledge how hard it must have been to tell you;
- tell them that they are not to blame;
- empathise – but don't tell them how they should be feeling;
- don't promise confidentiality – explain that only those that need to know will be told (i.e. the designated staff member for child protection);
- be honest about what you can and cannot do.

RESPOND

- do not interrogate – let them tell you as far as possible;
- do not ask probing questions or suggest answers – it's not your job to find out "who, where, when?", etc;
- refer your concern on to your school's designated senior manager for child protection – in line with your child protection procedures;

- record the date, time and any information given to you; always use the words said to you; never interpret what was said or put it in your own words. (This information could be used as evidence);
- record what you did next and with whom you shared the information – ensure that all this is in line with your school's child protection procedures;
- do not criticise or judge the abuser – the child or young person may have feelings for him or her; remember abuse often happens by someone known and trusted by the child or young person;
- try to follow things through yourself so they do not need to repeat their story to other staff – again, only if this is in line with your child protection procedures;
- explain what will happen next – for example, the designated officer will be informed, and they may want to speak to the child/young person further. If it is safe, the non-abusing parent or carer might also be informed (but always take great care where there is domestic abuse) – the Police and children's social care services might also be informed;
- get support for yourself. It can be distressing dealing with this type of information.

Adapted by Women's Aid for their Expect Respect Educational Toolkit from 'Standing By', Cheshire County Council

Safeguarding students

Whatever you do, make sure it is in line with your school's child protection policies and procedures. They may differ from what is written above. If in doubt, speak to your designated senior manager for Child Protection, local children's social care services, or the NSPCC.

Early intervention of teenage relationship abuse

The Common Assessment Framework (CAF) may be appropriate to identify the additional needs of a young person at an early stage. Early intervention will send clear messages that abusive relationships are unacceptable, promote a safe school environment and prevent escalation of abuse. School staff have a responsibility to recognise conduct that is serious and/or criminal and to refer to appropriate services as outlined under the local safeguarding children procedures and criminal law.

Safeguard students

Schools have a duty to safeguard and promote the welfare of children under Section 175 of the Education Act 2002. School staff who identify children and young people experiencing or witnessing relationship abuse need to refer them on to other statutory services to ensure they are safe and properly protected from harm.

There will need to be a co-ordinated response from children's social care services, police, youth offending teams and health services. Criminal justice agencies and children's services should work together to ensure the best outcomes for young people.

Young people suspected of being in an abusive relationship

Young people who are suspected of being in an abusive relationship need to be referred to a statutory agency in accordance with local child protection procedures. All school staff should refer to the designated child protection lead senior manager (see flow-charts on pp.13-17). For more information about this process see the Government's Inter-agency guidance, *Working together to safeguard children (2010)*, which sets out the roles and responsibilities of agencies and professionals where there are concerns about the safety and welfare of a child or children. It is available at www.publications.education.gov.uk

Young people identified as being abusive to others

Young people identified as being abusive to others may also have underlying unmet needs which require addressing by school or staff in other settings. These needs should be considered separately from those of the person being abused. Concerns about the young person who is being abusive to others may need to be discussed with the designated child protection senior manager. Local agencies should follow the appropriate child protection procedures, including a plan of action to address the identified needs and where necessary convene a child protection conference in respect of the young person who is being abusive. The young person will also need to be held responsible for their abusive actions and, where appropriate, criminal justice agencies will need to be involved. Child welfare and criminal justice agencies should work together.

Safeguarding students

Criminal offence

Young people may experience forms of abuse that are criminal and in these cases the Police need to be involved.

School sanctions

For abusive conduct which is not deemed to be a child protection issue or a criminal matter, for example, use of language or 'name calling', interventions should include sanctions. The focus should be on positive action to promote respectful relationships.

Education information and resources

HM Government (2010) *Working Together to Safeguard Children*. **HM Government (2006)** *What to do if you're worried a child is being abused*

<http://publications.education.gov.uk> **Women's Aid and Home Office (2010)** *Expect Respect: A Toolkit for Addressing Teenage Relationship Abuse in Key Stages 3, 4 and 5*

www.homeoffice.gov.uk/publications

Against Violence and Abuse (AVA) This organisation works to improve the safety of women, children and young people experiencing relationship abuse. They run training courses for school staff and all professionals working on these issues.

www.avaproject.org.uk

Challenging Violence, Changing Lives, Womankind Worldwide 24 secondary school lesson plans aims to raise awareness and transform attitudes to stop violence against women. The lesson plans consider gender equality and sexual bullying. Free of charge.

www.womankind.org.uk

www.respect4us.org.uk

Expect Respect Educational Toolkit, Women's Aid The Expect Respect Educational Toolkit consists of one easy to use 'Core' lesson for each year group from reception to year 13. Free of charge.

www.womensaid.org.uk

www.thehideout.org.uk

Westminster Domestic Violence Prevention Pack for Schools, Westminster Domestic Violence Forum A pack and supporting video for schools on issues around domestic violence

www.westminsterdomesticviolenceforum.org.uk

Spiralling, National Youth Theatre and Safer Bristol DVD and lesson plans about how relationships can become increasingly controlling and abusive.

www.bristol.gov.uk

Respect, Zero tolerance Charitable trust For primary and secondary schools, this challenges the notion that abuse is inevitably part of our lives and offers positive choices to develop healthy relationships.

www.zerotolerance.org.uk

Women's Rights, Amnesty International UK Information, facts and activities themed around six topics including domestic violence, rape and campaigns to stop gender violence. Free of charge.

www.amnesty.org.uk/uploads/documents/doc_19116.pdf

Bwise2 Sexual Exploitation, Barnardo's This preventative education programme is based on the real-life experiences of children and young people who have been supported by a specialist Barnardo's service.

www.barnardos.org.uk/books_and_tools_tools_for_professionals.htm#bwise2

Respect Not Fear Nottingham domestic violence forum website for young people about relationships and domestic violence.

www.respectnotfear.co.uk

National Union of Teachers The NUT has produced national guidelines on domestic abuse for teachers called 'Silence is not always golden'.

www.teachers.org.uk/node/652

Support services for young people

Women's Aid

Women's Aid is a national charity working to end domestic violence against women and children. They support a network of over 500 domestic and sexual violence services across the UK.

www.womensaid.org.uk www.thehideout.org.uk (a dedicated website for young people experiencing domestic violence)

Refuge

Refuge is a charity that offers help and advice to women and young girls in abusive relationships.

www.refuge.org.uk

The National Domestic Violence Helpline

The Freephone 24 Hour National Domestic Violence Helpline, run in partnership between Women's Aid and Refuge, is a national service for women experiencing domestic violence, and for their family, friends, colleagues and others calling on their behalf.

T: 0808 2000 247 www.nationaldomesticviolencehelpline.org.uk

Rape Crisis

Offers a range of specialist services for women and girls who have been raped or experienced another form of sexual violence – whether as adults, teenagers or children.

T: 0808 802 9999 www.rapecrisis.org.uk

Respect

A charity that runs support services and programmes for those who inflict domestic violence, and an advice line for men who are victims of domestic violence.

T: 0845 122 8609 www.respectphoneline.org.uk

Men's Advice Line

Also run by Respect, this is a helpline for male victims of domestic violence.

T: 0808 801 0327 www.mensadviceline.org.uk

Broken Rainbow

A national charity that provides support for lesbian, gay, bisexual and trans–people experiencing relationship abuse, including a national helpline.

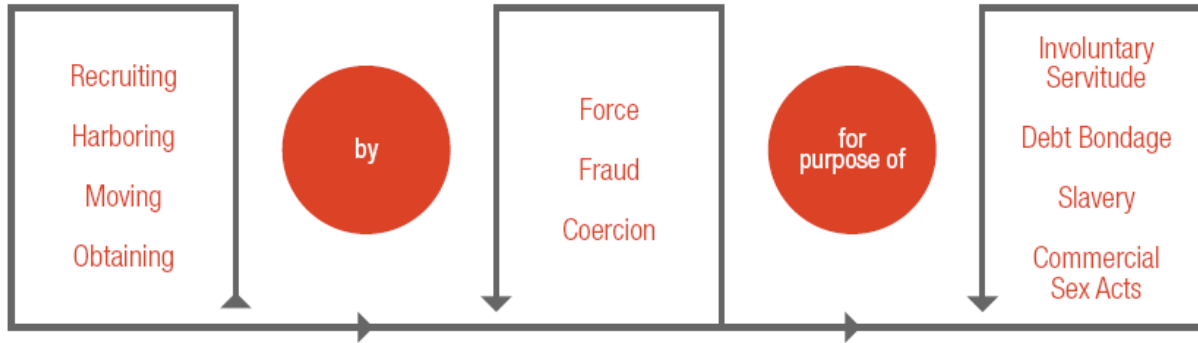
T: 0300 999 LGBT (5428) www.broken-rainbow.org.uk

Victim Support

A national charity that can help young people if they have been a victim of abuse or violence.

T: 0845 30 30 900 www.victimsupport.org

What is Human Trafficking?



What is human trafficking?

Human trafficking is the movement of people by means such as force, fraud or deception, with the aim of exploiting them. The UN describes trafficking as a form of "slavery". It knows of victims from 127 countries and of their exploitation in 137. Major destinations for victims include wealthy countries in Western Europe, North America, and the Middle East. Women are involved in 77% of trafficking cases worldwide, with sexual exploitation a factor in 87%. Forced labour is also a motive behind trafficking.

What is the situation in the UK?

The UK is a major destination for trafficked women. Police believe that about 4,000 have been brought in to the country and forced to work as prostitutes. Criminal gangs bring them into the country individually or in small, escorted groups. The routes used can change quickly, although some broad routes have been identified. Victims are found "all over the UK, not just in metropolitan areas", police say. The gangs behind the trade buy and sell the women for between £2,000 and £8,000. Some have been forced to work 16 hours and have sex with 30 men a day.

Who are the victims?

Many trafficking victims in the UK are from Eastern European countries including Lithuania, Russia, Albania and Ukraine. Others are from the Far East, South America and Africa. Often, women are lured by adverts in their home countries for jobs such as restaurant staff, maids and child minders. Some expect to work as lap dancers or escorts, but not to be prostitutes. Others do know they are going to work as prostitutes, but are lied to about conditions. The age of victims varies widely, but most are between 18 and 24. Police have also rescued a number of children. Many victims are "from poor backgrounds with little or no education", the UK Human Trafficking Centre reports.

What happens once they are in the UK?

Victims can end up in any town or city where brothels operate. The Poppy Project, which offers victims support and accommodation, says more may now be working on the streets. The women are moved about the country frequently and may be sold and exchanged between a number of different gangs. The fate of many victims is unclear, although it is known that some have been sent home after falling ill or becoming pregnant. Others have been allowed to pay off their "debts" to the traffickers.

Child Trafficking (Information from the NSPCC)

Child trafficking is child abuse. Children are recruited, moved or transported and then exploited, forced to work or sold. Children are trafficked for:

- sexual abuse
- benefit fraud
- forced marriage
- domestic servitude such as cleaning, childcare, cooking
- forced labour in factories or agriculture
- criminal activity such as pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs, bag theft.

Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another. Trafficked children experience multiple forms of abuse and neglect. Physical, sexual and emotional violence are often used to control victims of trafficking. Children are also likely to be physically and emotionally neglected.

Official definition of child trafficking

“Trafficking in human beings' shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs. The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered 'trafficking in human beings' even if this does not involve any of the means.”

Council of Europe Convention on Action Against Trafficking in Human Beings, was ratified by the UK government in 2008.

Children are tricked, forced or persuaded to leave their homes. Traffickers use grooming techniques to gain the trust of a child, family or community. They may threaten families, but this isn't always the case – in fact, the use of violence and threats to recruit victims has decreased (Europol, 2011). Traffickers may promise children education or respectable work, or persuade parents their child can have a better future in another place.

Who traffics children?

Child trafficking is a hidden crime so we don't have a lot of information about who traffics children. What we do know comes from small scale studies and our work with young people who have been trafficked. Child trafficking requires a network of people who recruit, transport and exploit children and young people. Each group or individual has a different role or task. Some people in the chain might not be directly involved in trafficking a child but play a part in other ways such as falsifying documents, bribery, owning or renting premises or money laundering (Europol, 2011).

Traffickers may be:

- individuals or small groups who recruit a small number of children - often from areas they know and live in
- medium-sized groups who recruit, move and exploit, often on a small scale
- large criminal networks that operate internationally, can deal with high-level corruption, money laundering and large numbers of victims

Prosecutions are rare. Where trafficking happens across international borders, traffickers might be prosecuted in their home country so will not be recorded as a UK prosecution. It's difficult to prosecute traffickers because:

- legislation in other countries may be ineffective or may not exist
- victims may be reluctant to give evidence
- trafficking networks can make it difficult to gather evidence on individuals.

Other criminal activities involved in trafficking are often easier to prosecute – for example assisting unlawful immigration, rape, kidnapping/abduction, false imprisonment, threats to kill, causing, inciting or controlling prostitution for gain (HM Government, 2012). Police often use disruption tactics to tackle human trafficking. This includes things like freezing the bank accounts of suspected traffickers or ensuring a strong police presence in known locations of exploitation. It's a really effective way to help stop trafficking and is part of the UK government's strategy but it doesn't always end up in prosecution.

Looking out for the signs of Trafficking

Just Enough UK is a charity that works to educate children about modern day slavery. They teach children to recognise this using the following 5 Signs of Slavery:

- 1) Suspicious person guarding them
- 2) Local language is a struggle
- 3) Advertising themselves for money
- 4) Victim of physical abuse
- 5) Emotional trauma

(Information from **BBC Quick Guide to Human Trafficking**, NSPCC, Just Enough UK)