

Legislation

- <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard_Children.pdf

Any child that may benefit from early help. Particularly alert to the potential need for a early help for a child who:

- Is disabled and has specific additional needs
- Has special educational needs (whether or not they have an EHCP)
- Is a young carer
- Is showing signs of being drawn into anti-social or criminal behaviour. Including gang involvement etc.)
- Is frequently missing/goes missing from care or home
- Is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or exploitation
- Is in a family circumstances presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Has returned home to their family home from care
- Is showing early signs of abuse and/or neglect
- Is at risk of being radicalised or exploited
- Is a privately fostered child

Knowledge Organiser- Safeguarding

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Therefore children's social care practitioners need to engage with individuals and sectors who do have influence over/within extrafamilial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.



Physical Abuse and Emotional Abuse

Teaching Resources

- <https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/family-violence/>
- <https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/>

Signs of Physical Abuse

- Bruises
- Burns or scalds
- Bite marks
- Fractures of broken bones
- Other injuries and health problems

Signs of Emotional Abuse

- be overly-affectionate towards strangers or people they haven't known for very long
- lack confidence or become wary or anxious
- not appear to have a close relationship with their parent, e.g. when being taken to or collected from nursery etc.
- be aggressive or nasty towards other children and animals.
- use language, act in a way or know about things that you wouldn't expect them to know for their age.
- struggle to control strong emotions or have extreme outbursts
- seem isolated from their parents
- lack social skills or have few, if any, friends.

Definitions

Physical abuse:

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child/ young adult

Emotional abuse:

The persistent emotional maltreatment of a child/ young adult such as to cause severe and adverse effects on the child's/ young adults emotional development

Helplines

- **08001111**
- help@nspcc.org.uk
- <https://www.childline.org.u>

Sexual Abuse and Neglect

Helplines

- 08001111
- help@nspcc.org.uk
- https://www.childline.org.uk

Definitions

Sexual abuse:

involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening

Neglect:

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development

Signs of Sexual Abuse

Stay away from certain people

- they might avoid being alone with people, such as family members or friends
- they could seem frightened of a person or reluctant to socialise with them.

Show sexual behaviour that's inappropriate for their age

- a child might become sexually active at a young age
- they might be promiscuous
- they could use sexual language or know information that you wouldn't expect them to.

Have physical symptoms

- anal or vaginal soreness
- an unusual discharge
- sexually transmitted infection (STI)
- pregnancy.

Teaching Resources

- <https://www.pshe-association.org.uk/curriculum-and-resources/resources/disrespect-nobody-teaching-resources-preventing>

Signs of Neglect

- Poor appearance and hygiene
- Health and development problems
- Housing and family issues

Linked to
Fundamental
British
Values

Helplines

- help@nspcc.org.uk
0808 800 5000
- Call or Text 116 000 or
email 116000@runawayhelpline.org.uk

Example Starter Table:

| EMOTIONAL | VERBAL | PHYSICAL / CIRCUMSTANTIAL |
|---------------------|--|--|
| Short tempered | Fixated on a subject | Tattoos |
| Angry | Closed to new ideas/conversations | Use of internet |
| New-found arrogance | Change in language/use of words | Change of routine |
| Withdrawn | Asking inappropriate questions | New circle of friends |
| Depressed | "Scripted" speech | Absent |
| Crying | Saying inappropriate things – a call to violent action | Letting themselves go (in terms of appearance) |

Teaching Resources

- <https://educateagainsthate.com/teachers/>
- <https://www.pshe-association.org.uk/curriculum-and-resources/resources/addressing-extremism-and-radicalisation-lesson>

Radicalisation

Definitions

Extremism:

- Is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation:

- Refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Legislation

- Counter Terrorism and Security Act 2015
- Statutory Duty from 18/09/15
- The Prevent Duty 2015

Child Sexual Exploitation (CSE)

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Definition

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology (February 2017)

Helplines

- Internal and international trafficking - Role of UKHTC (United Kingdom Human Trafficking Centre) – 0114 252 3891
- Online grooming – CEOP (Child Exploitation Online Protection) www.ceop.police.uk
- Avon and Somerset Bristol SCU – 0117 9529456
- PACE (Support for Parents) – www.paceuk.info

Teaching Resources

- <http://www.itsnotokay.co.uk/professionals/resources/>
- <https://www.thinkuknow.co.uk/professionals/resources/>

Helplines

- BASE (specialist CSE support) – 0117 934 9726
- Barnardo's BYL Sex and Relationships Project (Preventative 1-2-1 and Groupwork) – 0117 934 9726 byl@barnardos.org.uk
- The Bridge (Sexual Assault Referral Centre for over 16s and Counselling) - 0117 342 6999
- The Greenhouse (Counselling and Therapy) - 0117 935 0033
- Police Missing Persons Coordinator Jo Saladino – 0117 945 4302

Domestic Violence

Teaching Resources

- <https://www.pshe-association.org.uk/curriculum-and-resources/resources/disrespect-nobody-teaching-resources-preventing>
- <https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/>
- <http://www.womenssupportproject.co.uk/userfiles/file/uploads/CrushResourcePack.pdf>

Definition

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Helplines

- **National Domestic Violence Helpline 0808 2000 247**
- **Mens Advice Line 0808 801 0327**

Signs of Domestic Abuse

- 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.

Female Genital Mutilation (FGM)

Definition

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Health problems of FGM

- Broken bones
- Severe pain and shock
- You could die because of shock and blood loss
- You could get repeated infections which make it very painful to wee
- Infections could stop you from getting pregnant
- A woman with FGM is more likely to give birth to a dead baby
- Women and girls with FGM often feel sad and depressed



Signs of FGM

- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- changes in behaviour – physically and psychologically
- behaviour becoming increasingly disruptive
- absence from school or college
- be particularly reluctant to undergo normal medical examinations
- asking for help, but may not be explicit about the problem due to embarrassment or fear.

| Term | Meaning | Language |
|-----------------|---|------------------|
| Sunna | Path/way | Arabic |
| Tahara | 'Purification' Female Circumcision | Arabic |
| Khafd/Khifad | How FGM is referenced in Islamic texts. | Arabic |
| Bolokoli | 'Washing your hands'. | Bambara(Mali) |
| Isa Aru/Iwu ara | Having your bath | Igbo(Nigeria) |
| Godob | To sew up | Somalian(Somali) |

Teaching Resources

- <https://www.childline.org.uk/info-advice/bullying-abuse-safety/crime-law/forced-marriage/>

Helplines

Contact the Forced Marriage Unit for advice:

fmur@fco.gov.uk

Telephone: 020 7008 0151

From overseas: +44 (0)20 7008 0151

Monday to Friday, 9am to 5pm

Out of hours: 020 7008 1500 (ask for the Global Response Centre)

Online Safety

Teaching Resources

- <https://www.childnet.com/resources>
- <https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff/teaching-resources>

Definition

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **Content**: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **Contact**: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **Conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

Helplines

- <https://www.saferinternet.org.uk/hotline>
- <https://www.childnet.com/parents-and-carers>

Methods of Online Bullying

- Email
- Instant Messenger and Chat Rooms
- Social Networking Sites
- Mobile Phone
- Interactive Gaming
- Sending Viruses
- Abusing Personal Information

Types of Online Bullying:

- Harassment
- Denigration
- Flaming
- Impersonation
- Outing and Trickery
- Cyber Stalking
- Exclusion
- Spreading Rumours and Gossip
- Threatening Behaviour
- Blackmail and Grooming

Mental Health

Definition

A state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to her or his community.

Teaching Resources

- <https://www.mentallyhealthyschools.org.uk/teaching-resources/>
- <https://youngminds.org.uk/resources/school-resources/>

Identifying Mental Health issues

- Physical appearance
- Behaviour
- Daily Activities
- Thinking and Learning
- Emotions
- Communication
- Relationships

Help

- Mind
- Time to Change
- Off the Record
- Mental Health Foundation

Different types of Mental Health

- Depression
- Anxiety Disorders including PTSD and OCD
- Self-harm
- Eating Disorders
- Psychosis

General Strategies

- Encourage talking and listen without judgement
- Do not try and solve the problem
- Ask them how they are and what support they need
- Be positive, remember their strengths as well as their problems
- One kind act can make a big difference
- Do not label, make a stand against stigma and discrimination
- Be realistic about your role. Be clear about your capacity to help
- Find ways to talk about mental health that work for you.
- Start by discussing celebrities who are talking about their mental health in the media.
- It can be easier to talk side-by-side, rather than face-to-face.
- Talking about mental health problems, even relatively sensitive subjects like self-harm and suicide won't make them any more likely to experience it. Actually being open about it might mean they feel comfortable asking for help sooner.

Drugs and Alcohol

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

County Lines

Definition- County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

Teaching Resources

- <https://teens.drugabuse.gov/teachers>
- <https://resources.drinkaware.co.uk/support-our-campaigns/drinkaware-for-education/>
- <https://www.issuesonline.co.uk/pshe-subjects/drugs-and-alcohol>

Helplines

- <https://adfam.org.uk/help-for-families/finding-support/call-a-helpline>
- <https://youngminds.org.uk/find-help/for-parents/parents-guide-to-support-a-z/parents-guide-to-support-drugs-and-alcohol/>

Racist, Disablist, Homophobic and Transphobic Bullying

Definition

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally". The guidance also states that bullying "is often motivated by prejudice against particular groups" and that "it might be motivated by actual differences between children, or perceived differences."

These may arise because an individual is seen to be different. Children may be seen as different because of their:

- Ethnic origin, skin colour, nationality or culture including Travellers of Irish Heritage and Gypsies/Roma (racism).
- Religion or belief
- Sexual orientation (homophobia or biphobia)
- Sex or gender identity (transphobia)
- Disability or Special Educational Needs.
- Other reasons or perceived difference including appearance, weight etc.

Prejudice-Related Incidents (like bullying) can take many forms including:

| | |
|--------------------|---|
| Verbal | Name-calling and ridicule such as racist or homophobic remarks |
| Visual | Graffiti, gestures, wearing racist or sexist insignia or showing pictures. |
| Incitement | Spreading rumours or encouraging others to participate. |
| Cyber | Abusive use of technology such as text messages, facebook or email. |
| Segregation | Excluding, isolating, ignoring or avoiding an individual from the activities or social acceptance of their peer group |
| Physical | Hitting, pushing, unwanted touching, kicking, threatening with a weapon. |
| Property | Theft or damage to personal property; extortion. |

Helplines

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/homophobic-bullying/>

Teaching Resources

- <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- <https://www.anti-bullyingalliance.org.uk/tools-information/schools-and-teachers>
- <http://www.beyondbullying.com/transphobic-bullying.html>

Gender Based Violence

Definitions

Gender-based violence has become an umbrella term for any harm that is perpetrated against a person's will, and that results from power inequalities that are based on gender roles

Whilst men and boys can be victims of gender based violence, it has been widely acknowledged that the majority of persons affected by gender-based violence are women and girls.

Gender-based violence includes physical, sexual and psychological violence such as domestic violence; sexual abuse, including rape and sexual abuse of children by family members; forced pregnancy; sexual slavery; traditional practices harmful to women, such as honour killings, burning or acid throwing, female genital mutilation, dowry-related violence; violence in armed conflict, such as murder and rape; and emotional abuse, such as coercion and abusive language.

Trafficking of women and girls for prostitution, forced marriage, sexual harassment and intimidation at work are additional examples of violence against women



Helplines

Police - Call 101 (unless emergency, then dial 999)
Social Care - First Response - 0117 903 6444
Bristol Against Violence and Abuse (BAVA)
Next Link: 0117 925 0680 – have a trained Young Persons IDVA
<http://www.thehideout.org.uk>
<https://www.womensaid.org.uk>
<http://www.childline.org.uk>
<http://thisisabuse.direct.gov.uk>

Teaching Resources

- <https://bctf.ca/IssuesInEducation.aspx?id=49673>
- https://www.amnesty.org.uk/files/lesson_2_3.pdf