

Chapter Three: Education

THE ROLE OF EDUCATION SETTINGS IN PREVENTION AND IDENTIFICATION OF CHILDREN AT RISK OF BEING SEXUALLY ABUSED.

Please ensure you have read Chapters One and Two of the toolkit before accessing this chapter. This chapter gives CSE information specific for schools and includes sample policies for primary and secondary schools, CSE management flowchart and leaflets for teachers summarising the main CSE risk factors. **Please be aware all the resources in this section can be downloaded from www.asknormen.co.uk .**

CSE POLICY

All education settings should have a policy which sets out how they will address child sexual exploitation. You can download a sample policy from the Ask Normen website www.asknormen.co.uk . The sample policies can also be found in the Appendix Education section of the toolkit. Please note that there are different versions for primary and secondary settings.

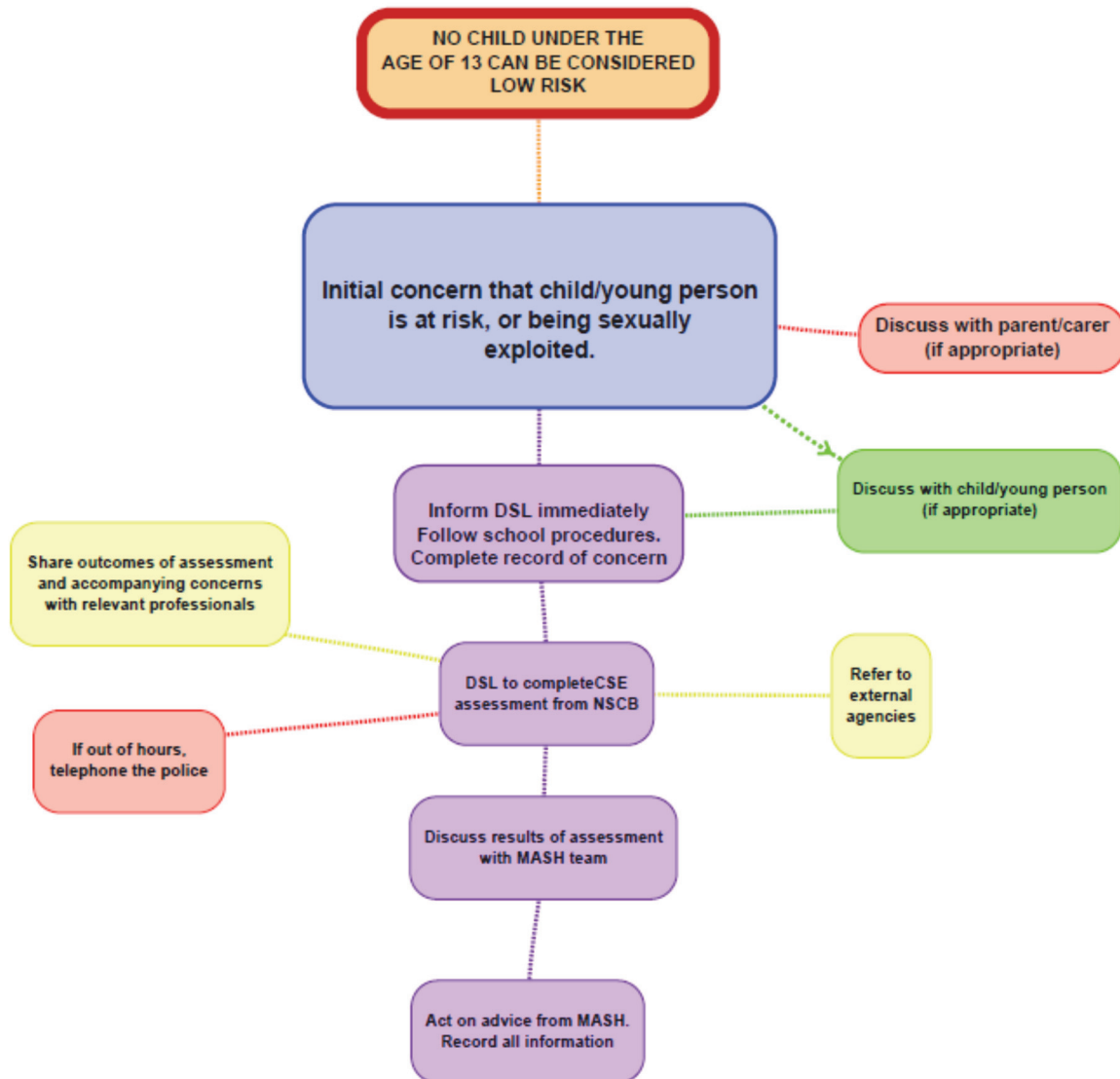
This policy can be a 'stand-alone' policy or could form an appendix to the setting's safeguarding policy.

All educational settings should have a designated person for CSE. This person may be the same person who is the designated safeguarding lead for the setting. This person needs to be clearly identified as stated in the policy.

You will also need a governor with responsibility for CSE. This may be your safeguarding governor, but please make them aware of their responsibilities for CSE.

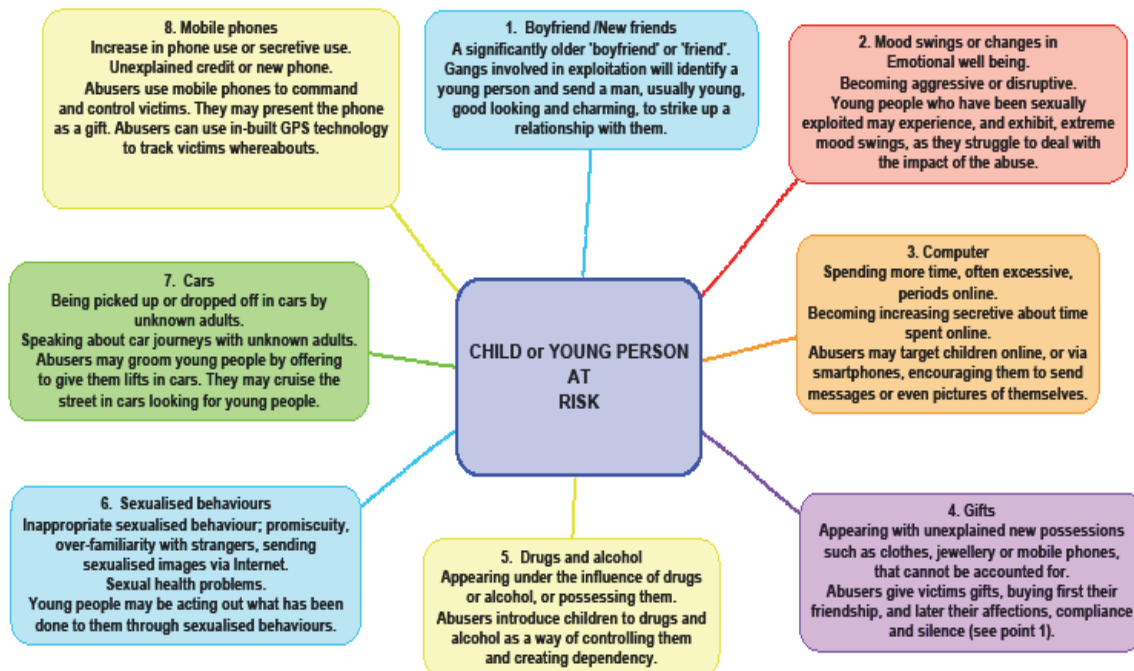
EDUCATION SETTING CSE MANAGEMENT FLOWCHART

Please see diagram below. This can be adapted for your setting, and named people included, with telephone numbers.



EDUCATION STAFF LEAFLET

We have provided a leaflet for staff working in schools. This leaflet can be printed onto 2 sides of an A5 flier. This will enable teaching staff to keep the checklist for early warning signs in their diaries so it is easily accessible.



SAFEGUARD MNEMONIC

- S** - exual health and behaviour concerns
- A** - bsent from school or repeatedly running away
- F** - amilial abuse and/or problems at home
- E** - motional and physical condition
- G** - angs, older age groups and involvement in crime
- U** - se of technology and sexual bullying
- A** - lcohol and drug misuse
- R** - eceipt of unexplained gifts or money
- D** - istrust of authority figures

ASSESSMENT

If you believe a child is at risk of CSE, then the assessment tool in Chapter Two must be used and attached to any referral made to the Multi-Agency Safeguarding Hub.

RESOURCES

There are some excellent resources which are readily available and many of them are free of charge.

We have provided a list of accessible resources to use in schools, at home with parents or for young people to access. The resources are either very specifically related to Protective Behaviours and helping youngsters to know when they don't feel safe, and what to do about it, or they are very specific about CSE and what to do. Some resources incur cost and some are free to download. It is likely that more resources will become available as professionals seek to address the issues around CSE. We trust that you will choose what is applicable to your context and setting, to back up training in Protective Behaviours or CSE Awareness available in Northamptonshire.

BOOKS THAT COULD BE USED IN EARLY YEARS SETTINGS

Feeling Safe, Self-Empowerment and Protective Behaviours

Suggested Books for Children in Early Years and Key Stage 1

“Alfie Gets in First” by Shirley Hughes

Premise:

Alfie shuts himself in the house with the keys in the hall, unable to reach the lock and Mummy locked outside. He quickly starts feeling very distressed, while lots of supportive grown-ups (his babysitter, his milkman friend etc.) try to help, before thinking to get his little chair to stand on and reach the lock.

Ask:

How might Alfie feel before he gets in? After he ‘wins’? After he gets locked in alone?

What Early Warning Signs might he be having while he waits to be rescued?

What options did Alfie have to help himself feel safer?

Who was on his network and what did they do to help?

How did he feel at the end perhaps?

“Owl Babies” by Martin Waddell

Premise:

The three little owls awake in the night and find their mummy missing. Feeling afraid, imagining their mother has come into peril in the dark and scary wood, they rely on each other to get through the night. Then Mummy returns.

Ask:

What were the baby owls feeling? Thinking?
What choices did they have?
Why does Bill keep saying the same thing?
What did they do to feel safer?
What else could they have tried/done?

“Stick Man” by Julia Donaldson

Premise:

Stick Man becomes separated from his family and is in danger. He feels very afraid for his safety and continually repeats “I’m Stick Man, I’m Stick Man, I’m Stick Man, that’s me, and I want to go home to my Family Tree!”, desperate to hang onto his life, his identity and return to his family.

Ask:

How does Stick Man feel each page?
What choices does Stick Man have?
How does Stick Man get help to get home?
How could the characters have helped Stick Man along the way?

“Tiddler” by Julia Donaldson

Premise:

Tiddler becomes lost and is in grave danger
Tiddler persists, talking to other sea creatures (finding himself an instant network of support, in an emergency), to find his way home again safely.

Ask:

Who helped Tiddler?
Which voices were heard? Listened to?
How did Tiddler get back to school finally?
What could Tiddler have done to get help quicker?

“Little Beaver and the Echo” by Amy McDonald

Premise:

Little Beaver feels lonely and isolated. He goes on a quest to build up a personal network around the pond. He realises he is not as alone as he thought he was.

Ask:

Why is Little Beaver feeling alone and isolated?
Is it okay to be/feel alone?
What does Little Beaver do to feel stronger?
What else could have helped him?

“Lost and Found” by Oliver Jeffries

Premise:

About a boy and a penguin – the boy helps the penguin who is feeling bereft at having become separated from his family. They work together to relocate the penguin’s family and friends. They end up with a special bond.

Ask:

What do the boy and the Penguin have in common? What is different?
How do they become friends?
Why are friends important and what does their friendship help them to do?
Who else could have helped them?
Why is it important to have more than one friend?
Who might their adults be?

“Going on a Bear Hunt” by

Premise:

A family decide to go on a Bear Hunt for a fun adventure....the fun turns scary as they near the bear’s lair and they decide at the last minute to impulsively head home to safety.

Ask:

What happens with the pictures/the colours?
How do readers know the family feels unsafe?
What are the characters doing?
How can they feel safer as they go along the adventure?
What might have helped? [mobile phone etc.]
Why do they get into bed?

RESOURCES FOR PRIMARY SCHOOLS

Website with a range of resources including SNAP – the safety net assertiveness project.

<http://www.safety-net.org.uk/protective-behaviours/protective-behaviours-training-resources/protective-behaviours-for-children-and-young-people/>

Healthy Relationships Resource Kit - Western Health – a free pdf with lesson plans, games and ideas about what makes up healthy relationships.

<http://westernhealth.ni.ca/uploads/Addictions%20Prevention%20and%20Mental%20Health%20Promotion/Healthy%20Relationships%20Resource%20Kit%20-%20Western.pdf>

Primary School Sex and Relationships Education Pack – family planning association resources for teaching sex and relationships education in primary schools, ‘Growing up with Yasmine and Tom’. Cost involved, but are online and interactive.

https://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=412

<http://www.fpa.org.uk/schools-and-teachers/online-sre-and-pshe-primary-schools>

Website with set of lesson plans and games for teaching primary aged children about relationships

<http://www.twinkl.co.uk/resources/pshe/relationships>

Website with resources for teaching primary aged children. Covers the whole curriculum, including positive relationships

Womens Aid website, 'The Hideout' with resources including posters, leaflets and games. <http://www.thehideout.org.uk/under10/adults/resources/default.aspx>

Think U know? An online resource for children, young people, parents and teachers including lesson plans, games and videos <https://www.thinkuknow.co.uk/>

Information for primary schools - PSHE Association – PSHE association has a wealth of useful information and resources, including those for primary aged children <https://www.pshe-association.org.uk/content.aspx?CategoryID=1098>

Real Love Rocks A resource pack developed by Barnardo's for and by young people. The content is based on 4 areas; healthy relationships, CSE, keeping safe and the impact of porn and sexting. <http://www.barnardosrealloverocks.org.uk/> There is a pack developed for children in Year 6 in Primary schools as well as the secondary pack for years 7-9.

Jigsaw – assembly for 8 – 10 yr olds. Helps young people understand what is personal information and how putting it online can make you vulnerable. <https://www.thinkuknow.co.uk/parents/Primary/Conversation-Starters/Go-to-the-movies/jigsaw/>

Consequences - assembly for 11 – 16 yr olds. Shows how easy it is to get information from individuals from Facebook and use it to exploit young people. This can be accessed at <https://www.youtube.com/watch?v=EQdyBpMvdJM>

There are clips about sexting as well as clips specifically for boys and girls.

PROTECTIVE BEHAVIOURS RESOURCES FOR PRIMARY SCHOOLS

- **Taking Care Scheme** – Ann Seal, Warwickshire. A pack for the primary school with lesson plans for each year group, parent magazine, stickers etc fully comprehensive. This resource is only available when PB Foundation Training has been received and individual school twilight session has been agreed. It is not available for individual schools to buy.
- **Dot Com Foundation** www.dotcomcf.org/ already in some Northants schools, journals for each individual child and teacher's manual for each year group, based on fictional characters and on the PB process. This resource is also only available when the school has received Dot Com training.
- **The Huge Bag of Worries by Virginia Ironside** – story book to reinforce Theme 2 of PBs, 'We can talk with someone about anything, even if it feels awful or small.'
- **Protective Behaviours: Activities for Teaching PBs in Primary Schools** by Bodsworth, Carter & Sneath. 2009 Speechmark Publishing.
- **The Parents Helping Hand Book**, Holly-Ann Martin 2012
- **The Bear Cards** by John Veeken 2012
- **Worry Eaters** available from www.hintonpublishers.com - they are puppets that eat children's worries and even come key fob size.

- Puppets from www.puppetsbypost.com enable children to open up about their problems and solve problems the puppets might have.

There is such a wealth of resources that you may find helpful to use within the Protective Behaviours process and that practitioners create in their work with children to help them feel safe and express themselves in a safe way; we suggest that you visit www.pbpeople.org.uk for more information.

RESOURCES FOR SECONDARY SCHOOLS

Bwise2 Sexual Exploitation (Barnardo's) Price : £85.00

This pack equips teachers, social workers and counsellors to educate young people about sexual exploitation with honesty and realism. www.barnardos.org.uk

Can also be downloaded from:

http://www.barnardos.org.uk/resources/research_and_publications/bwise2-sexual-exploitation/publication-view.jsp?pid=PUB-1263

New E Learning Course (Barnardo's) designed for young people to use in school and a Teacher's Resource Pack, with reflective sessions to use in the classroom.

Chelsea's Choice an initiative developed by the University of Northampton with a drama production. (Summer 2015) This has already been performed in 19 secondary schools in the county about 3 years ago. It is also used in many other local authorities, with very positive feedback. www.youtube.com/watch?v=bAo8Yly8rFk&feature=youtu.be

Chelsea's Choice are currently developing a pack for secondary schools on CSE in conjunction with Brook. This will be available free online in the near future.

My dangerous lover boy – cartoon film clip which explains what happened to 3 girls in their own words.

<https://www.youtube.com/watch?v=j3xD58e6wA4>

See me, hear me - excellent website with information, case studies and films that can be used in the classroom

<http://www.seeme-hearme.org.uk/>

Protect and respect - session plans focussing on child sexual exploitation from Childline. Also contains session plans for use with professionals to raise awareness of child sexual exploitation

http://www.local.gov.uk/c/document_library/get_file?uuid=33e6ac4a-eafa-4d38-b99b-293ee8f746fa&groupId=10180

Exploited – a resource from CEOP with a film and questions to go with the film. Focus on positive relationships and helpful for non specialists to deliver.

<https://www.thinkuknow.co.uk/Teachers/Exploited/>

Healthy and Safe Relationships – a unit of learning from Solihull for secondary aged young people around healthy relationships and keeping safe in primary schools also.

<http://socialsolihull.org.uk/schools/wellbeing/wp-content/uploads/2015/01/NOV-2013-Final-updated-Solihull-Healthy-and-Safe-Relationships-pdf.pdf>

Friend or Foe – who can you trust? Sexual exploitation and relationships education programme developed in Sheffield.

<http://www.kirkleessafeguardingchildren.co.uk/managed/File/CSE/Friend-or-Foe--pdf-4-42MB-1.pdf>

Expect Respect – a toolkit for addressing teenage relationship abuse in key stages 3, 4, and 5. Produced by the Home Office and Women’s Aid

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97773/teen-abuse-toolkit.pdf

Teenage Relationship Abuse – a teacher guide to violence and abuse in teenage relationships – information guide for professionals, not session or lesson plans. A Home Office publication - useful for raising awareness in school staff

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97774/teen-abuse-teachers-guide.pdf

Real Love Rocks A Resource pack developed by Barnardos for and by young people. The content is based on 4 areas; healthy relationships, CSE, keeping Safe and the impact of porn and sexting. Suitable for years 7-9. <http://www.barnardosrealloverocks.org.uk/>

'Wud U?' Barnardo's free app for young people. Is an educational tool for teachers and care professionals who interact with young people that might be at risk of sexual exploitation. It has 3 x boys and 3 x girls stories that help young people understand grooming and CSE. http://www.barnardos.org.uk/what_we_do/our_work/sexual_exploitation/wud-u.htm

A report on latest international research on teaching children how to avoid sexual abuse and links to government and PSHE Association action around teaching children about 'consent.' <http://www.bbc.co.uk/news/education-32321204>

Resources for parents/carers and young people can be found in Chapters 8 and 9

Please feel free to access other chapters in the toolkit. The following chapters may be of most use to you:

- Chapter One: what is CSE and what you need to know
 - Chapter Two: CSE and the local response
 - Chapter Eight: CSE Information for Parents
- Chapter Nine: CSE Information for Children and Young People