

DSL Peer on Peer abuse Seminar

23rd November 2021



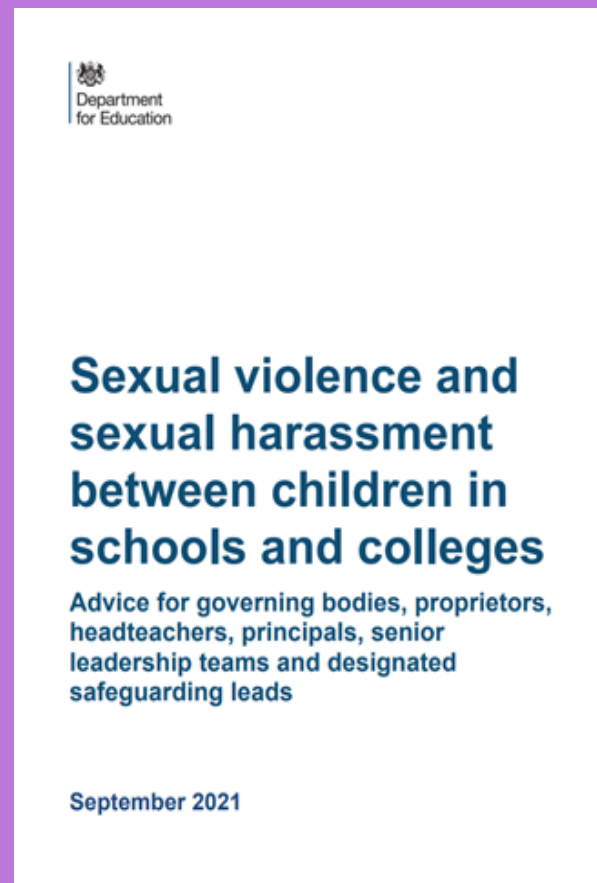
Aim:

This practical seminar will assist designated safeguarding leads in education settings to gain confidence in managing peer on peer incidents using the Sexual violence and sexual harassment between children in schools and colleges

The session will explore the complexities in managing peer on peer cases reflecting from a legal and social care lens as well as applying the DfE guidance for schools and colleges.

Provide practical oversight on real case scenarios including : how to manage disclosures, how to support victims and preparators when to inform parents and seek consent when to involve the police and/or social care.

Provide resources, signposting and information on other related local projects

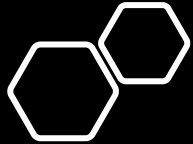




PDF

Resources to
disclosure of sexual-
- Peer-Peer ...

09:30	Welcome & outline of event	Jatinder Matharu, Education Safeguarding Professional - SBC
09:40	Sexual Harassment and Sexual Violence Guidance	Jatinder Matharu, Education Safeguarding Professional - SBC
10:00	The legal lens	Stuart May – CAIU- TVP
10.20	Sharing nudes case studies x 4	All Facilitators to manage groups
10:45	BREAK	
11:00	Social Care lens - applying thresholds	Charmaine Murphy – MASH Manager – SCF
11:20	Breakout into phase specific groups Case Studies x 3	All Peer on Peer group members to facilitate groups
12:00	Whole Group discussion on cases from breakout's	
12:20	Plenary & questions for the panel Close	Jatinder Matharu, Education Safeguarding Professional - SBC
12:30	Sharing of Resources NSPCC Helpline for professionals POSH helpline	



Ofsted review of sexual abuse in schools and colleges

- In April, Ofsted was asked by the Secretary of State for Education, Gavin Williamson, to undertake a rapid review of sexual harassment in schools and colleges, after anonymous testimonials of sexual abuse were published on the website 'Everyone's Invited' - <https://www.everyonesinvited.uk/>

- Inspectors visited 32 schools and colleges, and spoke to over 900 children and young people about the prevalence of sexual harassment, online sexual abuse and sexual violence in their lives and the lives of their peers.

They also spoke to leaders, teachers, governors, local safeguarding partners, parents and other stakeholders, including leading experts in this field, and considered how inspection and statutory guidance could be strengthened.

NEW Dedicated NSPCC helpline 0800 136 663 | help@nspcc.org.uk

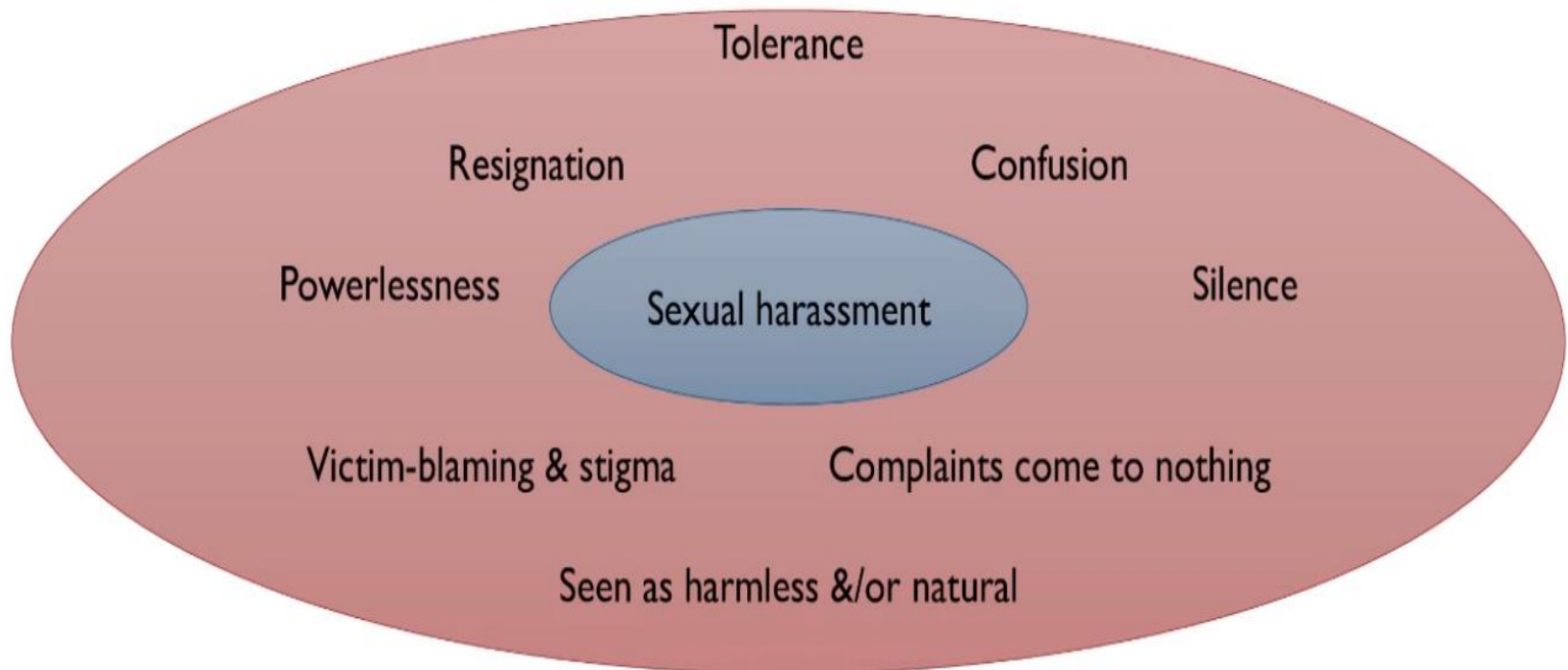
everyone's
invited

Review recommendations

- Girls are disproportionately affected - interviewing/pupil voice of single sex groups
- Sharing of nudes and images just as prevalent in primaries as it is in secondaries. Large proportion referred to, e.g.: - sexist name-calling, being sent explicit pictures or videos of things they did not want to see.
- What is acceptable and unacceptable behaviour? – develop a culture that goes far beyond the school gates. Girls and boys had different perceptions of what was acceptable behaviour
- Experience of LGBT+ pupils and pupils in primary.



A cultural & systemic issue



- School cultures that tolerate sexual harassment have negative impacts on students in and of themselves
- When schools name & respond to the problem, and take preventative action, students feel happier, safer & respected

Why is this problem endemic?

The porn industry and others who push harmful sexual scripts, sexism & objectification for profit

- Adolescents exposure to porn predicts sexual harassment of their peers at later points in time
- Porn also increases objectification & wider unethical behaviour
- And it increases sexual preoccupation

Gender norms / 'traps'

- *Restricting & negative pressures on boys & girls*
- For boys, a focus on sex drive, conquest, entitlement, and restricted emotion & lack of vulnerability
- For girls, a focus on appearance, and various contradictions around sexuality, emotion & agency

Barriers to naming & responding to the problem

- Narratives & notions that stigmatize & shame both students & schools who name the issue
- Distressing to face
- Lack of knowledge about what to do
- Limited time, support & resources
- An accepting societal status quo; sexism

Societal silence around positive sexuality

We are lacking rich descriptions and portrayals of ethical & fulfilling sexual connections

Hackett's Continuum of Sexual Behaviour in children

Normal

- Developmentally expected
- Socially acceptable
- Consensual, mutual, reciprocal
- Shared decision making

Inappropriate

- Single instances of inappropriate sexual behaviour
- Socially acceptable behaviour within peer group
- Context for behaviour may be inappropriate
- Generally consensual and reciprocal

Problematic

- Problematic and concerning behaviours
- Developmentally unusual and socially unexpected
- No overt elements of victimisation
- Consent issues may be unclear
- May lack reciprocity or equal power
- May include levels of compulsivity

Abusive

- Victimising intent or outcome
- Includes misuse of power
- Coercion and force to ensure victim compliance
- Intrusive
- Informed consent lacking, or not able to be freely given by victim
- May include elements of expressive violence

Violent

- Physically violent sexual abuse
- Highly intrusive
- Instrumental violence which is physiologically and/or sexually arousing to the perpetrator
- Sadism

Beyond Referrals: levers for addressing harmful sexual behaviour in schools



School Self-Assessment Toolkit & Guidance

Start by downloading the self-assessment traffic light tool for schools.

Guidance

[Download](#)

Updated Toolkit

[Download](#)

Toolkit Template

[Download](#)

Completed Toolkit Example

[Download](#)

Beyond Referrals: Scorecard

Use this scorecard to record assessment scores for your school and print reports.

[Download](#)

School Self-Assessment Methods

Completing your self-assessment requires using a range of methods from speaking with students, staff and parents, to reviewing policies and procedures and safeguarding logs. For complete guidance on how to do this, including templates, download and use the following guides:

Student Engagement

How do you include student experiences? Sample lesson plans, consent forms and guidance.

[Download](#)

Hotspot Mapping Guidance

Guidance to support our hotspot mapping video, including a consent form and example discussion questions.

[Download](#)

Student Survey Guidance

Guidance to support our template student survey for identifying harmful sexual behaviour

[Download](#)

Webinar Guide on Student Engagement

In this webinar Jo Walker, discusses the value of running engagement sessions with students.

[Download](#)

Video Guide on Hotspot Mapping

Video guidance on how to conduct hotspot mapping with young people to assess the physical environment and safety of the school.

[Download](#)

Student Survey Template

Use our student survey or make your own.

[Download](#)

Staff Engagement Guidance

Guidance on how to engage staff in a focus group with questions and template

[Download](#)

Reviewing Behaviour Logs

A guide and template for reviewing behaviour and safeguarding logs.

[Download](#)

Parent Survey Guidance

Guidance to support our template parent survey for engaging parents in relation to the school's approach to harmful sexual behaviour.

[Download](#)

Reviewing Policies and Procedures

What to look for when reviewing policies and procedures!

[Download](#)

Reviewing Safeguarding and Behaviour Logs in Schools

In this webinar, Jenny Lloyd outlines how to carry out reviews of school behaviour and safeguarding logs to review how schools are recording, recognising and responding to HSB.

[Download](#)

Parent Survey Template

Survey questions ask about the level of communication and relationship parents have with the school on harmful sexual behaviour

[Download](#)

Sexual violence and sexual harassment between children in schools and colleges

Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads

September 2021

** Schools will need to update their safeguarding and child protection policies so that it reflects the whole school approach to peer on peer abuse in its many forms.

Sexual violence and sexual harassment (2021)

‘Taking disciplinary action and still providing appropriate support are not mutually exclusive actions.

They can, and should, occur at the same time if necessary.’

‘All staff should be able to reassure victims that they are taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.’

Part 5: Peer-on-Peer

- **sexual violence**, such as rape, assault by penetration and sexual assault
- **sexual harassment**, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- Sexting has been updated to reflect the new UKCIS guidance on the **sharing of nude and semi-nude images** which has replaced their sexting advice.
- **upskirting**, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or to cause the victim humiliation, distress or alarm

Additional forms of peer-on-peer abuse have been added:

Abuse in intimate personal relationships between peers (teenage relationship abuse)

Causing someone to engage in sexual activity without their consent (for example, forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party)

Also, **prejudice-based and discriminatory bullying** have been added as examples of types of bullying (bullying was already a form of peer-on-peer abuse staff should be aware of)

Initiation/Hazing - Many rituals involve humiliation, embarrassment, abuse, and harassment

Part 5: Definition of sexual harassment and sexual violence

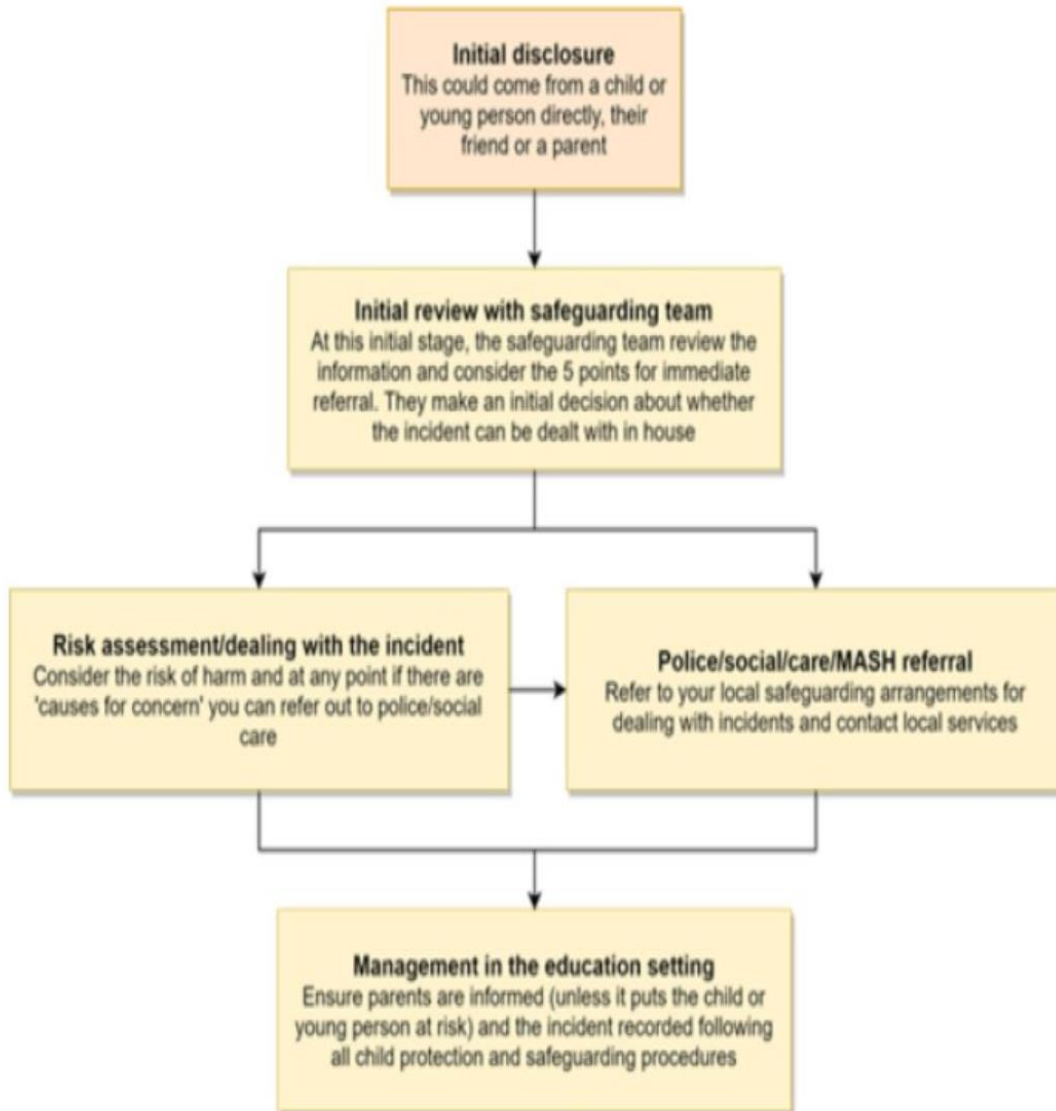
Sexual violence:

- **Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally
- **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents

Sexual harassment:

- **sexual comments**, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- **sexual “jokes” or taunting**
- **physical behaviour**, such as: deliberately brushing against someone, interfering with someone’s clothes
- **online sexual harassment.** This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. 18 It may include:
 - **non-consensual sharing of sexual images and video**
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats

Managing incidents



Responding to disclosures/incidents

1. Do a risk assessment and needs assessment
2. Determine how to manage/or escalate the concern
3. Decide which 4 scenarios apply
4. Record and review the case regularly
5. Think about aftercare and support

Responding to reports

Manage internally

One-off incidents, dealt with under school's behaviour policy or anti-bullying policy

Early Help

Non-violent harmful sexual behaviours

Refer to Social Care

All incidents where a child has been harmed, is at risk of harm or in immediate danger

Report to Police

All incidents of rape, assault by penetration or sexual assault

Handling incidents

Staff shouldn't wait for a disclosure : If they have concerns about a child's welfare, they should act on these immediately. Indicators could include:

A conversation suggesting a child may have been harmed (this may be a conversation the staff member overhears rather than is part of) and or a change in a child's behaviour

- The DSL (or equivalent) should hold an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns.
- There should be subsequent interviews with the children or young people involved (if appropriate).
- Parents and carers should be informed at an early stage and involved in the process in order to best support the child or young person unless there is good reason to believe that involving them would put the child or young person at risk of harm.
- A referral should be made to children's social care and/or the police immediately if there is a concern that a child or young person has been harmed or is at risk of immediate harm at any point in the process

For School Staff

Remember: The production and distribution of sexting images involving anyone under the age of 18 is illegal and needs very careful management for all those involved.



Step 1:

If a device is involved - confiscate it and set it to flight mode or, if not possible, switch it off.



Step 2:

Seek advice - report to your designated safeguarding lead via your normal child protection procedures.

For the Designated Safeguarding Lead

Record all incidents of sexting, including both the actions you did take as well as the actions you didn't take and give justifications. In applying judgement to each incident, consider the following:



Is there a significant age difference between the sender/receiver involved?



Is there any external coercion involved or encouragement beyond the sender/receiver?



Do you recognise the child as more vulnerable than usual i.e. at risk?



Is the image of a severe or extreme nature?



Is the situation isolated or has the image been more widely distributed?



Have these children been involved in a sexting incident before?



Are there other circumstances relating to either sender or recipient that may add cause for concern i.e. difficult home circumstances?

If any of these circumstances are present, then do escalate or refer the incident using your normal child protection procedures. This includes reporting to the police.



If none of these circumstances are present, then manage the situation accordingly within the school and without escalating to external services. Record the details of the incident, action and resolution.

Updating your behaviour policy

1. Be explicit about unacceptable behaviours
2. Explain the process for responding to reported incidents
3. Frame your 'zero-tolerance' approach carefully
4. Take the wishes of the victim(s) into account
5. Use your behaviour policy to underpin a culture of respect
'Lower level' incidents are far more frequent than severe incidents, and can underpin the problematic 'normalised' culture Ofsted refers to in its review
6. Show you're prepared to act, no matter how small the incident
7. Calling out behaviour as it happens will help all pupils understand what is and isn't OK

Behavioural approach

POLICY FOCUS	OUR POLICY CURRENTLY SAYS	OUR PROPOSED NEW POLICY IS	WHY WE'RE MAKING THIS CHANGE
<p>E.g, sexist comments in school</p>	<p>We will not tolerate verbal abuse</p>	<p>We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.</p> <p>Sexist comments are those which discriminate based on sex, particularly against women.</p> <p>Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.</p> <p>All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:</p> <ul style="list-style-type: none"> • Ask them to apologise to anyone the comment was directed at • Support and educate them to improve their behaviour • Monitor their behaviour for any recurrence • Escalate the sanction to [insert as appropriate, e.g. a letter or phone call to parents] if the pupil refuses to apologise in the first instance <p>Our [RHE/RSE – delete as appropriate] curriculum will cover what healthy and respectful behaviour towards one another looks like.</p>	<p>This demonstrates our zero-tolerance approach better by making the following things clearer:</p> <ul style="list-style-type: none"> • What the unacceptable behaviour involves • What we want the culture in our school to be • How we will respond to this behaviour • How we will support the victim(s) and alleged perpetrator(s)

How to challenge victim blaming and sexual harassment in the moment

Challenge it there and then

Challenge the behaviour, not the person

Explain what the problem is

Support the victim and show empathy

Challenge gender bias and stereotypes

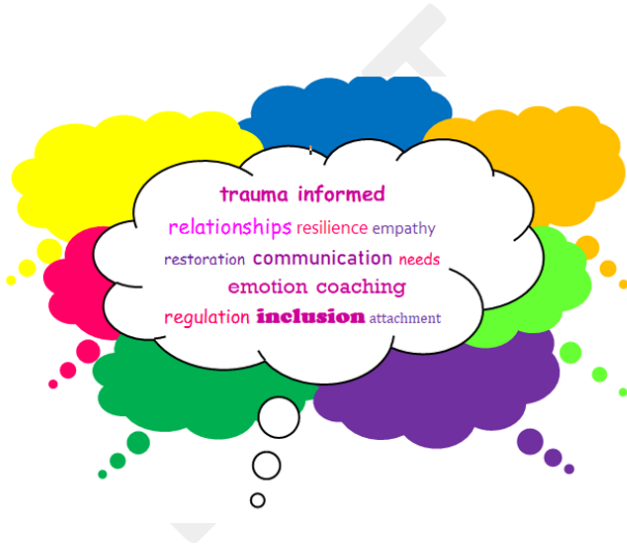
Focus on the perpetrator's behaviour rather than the victim's

Always follow up by reporting incidents

Guidance aims

Trauma Informed Behaviour Regulation Policies:

Guidance for Slough Education Settings



'Changing the Way We Think About Behaviour'

The more healthy relationships a child has the more likely they will be to recover from trauma and thrive. Relationships are the agents of change and the most powerful therapy is human love (Bruce Perry)

Aims:

- Culture shift in the narrative around behaviour.
- Ensure all staff feel equipped to meet SEMH needs through QFT.
- Promote inclusion of CYP who have experienced adversity.
- Promote evidence based intervention rather than a 'one size fits all' approach.
- Support settings to evaluate their existing strengths and areas for development.
- Give schools a starting point and framework from which to develop their SEMH provision for all pupils.

Key sections

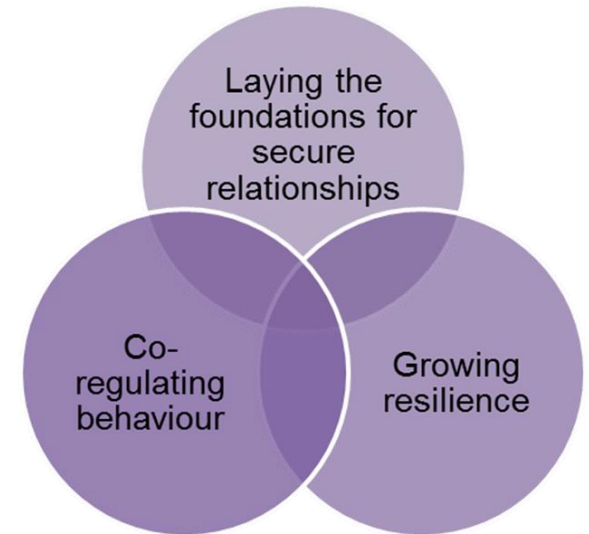
Underpinning principles

1. Behaviour as a special educational need
2. Behaviour as a form of communication
3. A curious, empathetic and non-judgemental approach
4. Relationships first
5. Structure, boundaries and realistic expectations
6. Restoration and natural consequences

The Graduated Response



Frameworks for practice



Behaviour policy guidance

- Self evaluation
- Key elements- aims, ethos, graduated response, etc
- Example terminology
- Embedding the policy

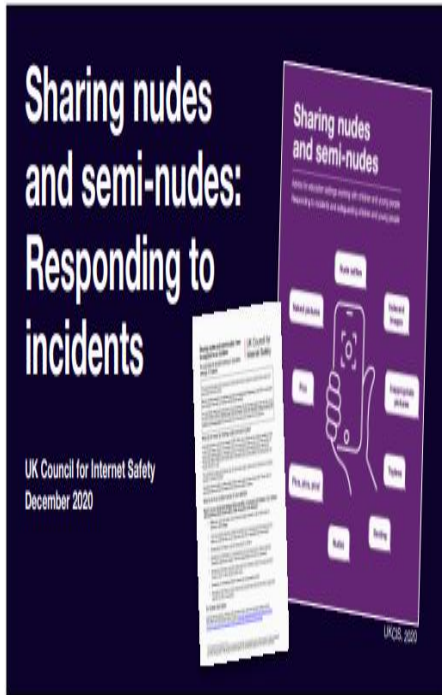
The legal lens

The term 'nudes' is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship.

Incidents may also occur where:

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer
- children and young people digitally manipulate an image of a young person into an existing nude online
- images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame



Searching devices, viewing and deleting nudes and semi-nudes

- identify, **without viewing wherever possible**, what the image contains and whether anyone else has been involved
- find out whether the image has been shared between two people or shared further. This may be speculative information as images or videos may have been shared more widely than the child or young person is aware of
- discuss what actions and support might be needed, including preventing further distribution. This discussion should take into account the views of the child or young person as well as balancing what are considered to be appropriate actions for responding to the incident
- If have to view with SLT approval and another member of staff present on school site.
- record how and why the decision was made to view the imagery in the safeguarding or child protection records, including who was present, why the nudes or semi-nudes were viewed and any subsequent actions. Ensure this is signed and dated and meets any appropriate wider standard

The legal lens

Legislation

Protection of Children Act 1978

Sexual Offence Act 2003

Criminal Justice Act 1988

Category A Image – Images involving penetrative sexual activity and/or involving sexual activity with an animal or sadism

Category B Image – Images involving non-penetrative sexual activity

Category C Image – Other indecent images not falling within categories A or B

Outcome 21 states:

“Further investigation, resulting from the crime report, which could provide evidence sufficient to support formal action being taken against the suspect is not in the public interest. This is a police decision.”

The legal lens – sexual assault

Think forensics

- Forensic medical at the sexual assault referral centre (SARC)
- Sexual health and wellbeing
- Clothing and other forensics
- Digital media and perishable evidence

Interviewing a child

- Achieving best evidence
- Reducing no. of times an account is given
- Parental consent – section 47 enquiries Children's Act 1989
- Gillick competency
- Speaking to suspects
- Taking statements

Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of youth-produced sexual images

Adult offenders attempt to develop relationships by grooming teenagers, in criminal sex offenses even without the added element of youth-produced images. Victims may be family friends, relatives, community members or contacted via the Internet. The youth-produced sexual images may be solicited by adult offenders.

Youth Only: Intent to Harm cases that:

- arise from interpersonal conflict such as break-ups and fights among friends
- involve criminal or abusive conduct such as blackmail, threats or deception
- involve sexual abuse or exploitation by young people.

Youth Only: Reckless Misuse

No intent to harm but images are taken or sent without the knowing or willing participation of the young person who is pictured. In these cases, pictures are taken or sent thoughtlessly or recklessly and a victim may have been harmed as a result.

Experimental incidents involve the creation and sending of youth-produced sexual images, with no adult involvement, no apparent intent to harm or reckless misuse.

Romantic episodes in which young people in ongoing relationships make images for themselves or each other, and images were not intended to be distributed beyond the pair.

Sexual Attention Seeking in which images are made and sent between or among young people who were not known to be romantic partners, or where one young person takes pictures and sends them to many others or posts them online.

Other. Cases that do not appear to have aggravating elements, like adult involvement, malicious motives or reckless misuse, but also do not fit into the Romantic or Attention Seeking sub-types. These involve either young people who take pictures of themselves for themselves (no evidence of any sending or sharing or intent to do so) or pre-adolescent children (age 9 or younger) who did not appear to have sexual motives.

Case studies

Please read each case study and consider the following questions as a group:

1. What typology category do you think each case study fits?
2. What level of risk do you think is attached to each case – green/red/amber
3. What should the action of the education setting be? Discuss a simple outline/ plan of action - no more than 3 mins per case (*considering support for CYP, informing parents/carers, recording & follow up*)
4. Which of the case studies would you report to police and or social care?

Social Care lens: Slough Children First (SCF)

A multi-agency approach between partners are essential to ensuring that we are able to prevent, identify early, and appropriately handle cases of peer-on-peer abuse.

The MASH Team acts as a single point of contact for professionals where there is a concerns about a child or young person which requires a co-ordinated response.

The MASH is a Multi-Agency Team with 3 Managers and 7 Social Workers and Multi Agency professionals from a multi- disciplinary backgrounds.

There are a number of referral pathways that operate in Slough as well as the preventative and support services.

Social Care lens: Slough Children First (SCF)

All concerns or allegations will be assessed on a case by case basis, and in light of the wider context.

In terms of Slough Children First, we would expect an investigation of the concern(s) or allegation(s), and the wider context in which it/they may have occurred (as appropriate) – depending on the nature and seriousness of the alleged incident(s).

All children involved should be treated as being at potential risk of harm, the referrer should ensure that a **safeguarding response is in place for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it.**

Considerations to be given to address wider sociocultural contexts and the voice and wishes of the child to be ascertained.

Social Care lens: Slough Children First (SCF)

Unless it is considered unsafe to do so (for example, where a referral needs to be made immediately), **the DSL should discuss the proposed action with the child/children and their parents, and obtain consent to any referral before it is made.**

**** Slough Children First are happy to have consultations prior to referrals being completed.*

Referrals are RAG Rated, Level 2 (Green), Level 3 (Amber) and Level 4 (Amber).

A referral could have a number of outcomes;

- School to continue to manage the concerns, the School may need to handle concerns or allegations internally.
- Case referred to EH support
- Child and Family Assessment completed
- Strategy discussion
- Referral to other services: Engage and/or Exploitation and Youth Justice Team

Support – Child

- reassures the child or young person that they are not alone, and the education setting will do everything that they can to help and support them.
- recognises the pressures that children and young people can be under to take part in sharing an image
- remains solution-focused and avoid any **victim-blaming**
- discuss issues of consent and trust within healthy relationships. Explain that it is not ok for someone to make them feel uncomfortable, to pressure them into doing things that they do not want to do, or to show them things that they are unhappy about. Let them know that they can speak to the DSL or equivalent if this ever happens
- explain the law on the sharing of nudes and semi-nudes. It should be explained in such a way that avoids alarming or distressing them
- signpost to the IWF and [Childline's Report, Remove Tool](#). Report Remove helps children and young people to report an image shared online, to see if it is possible to get the image removed.

Supporting the Victim & Perpetrator

How your school **supports the victim** will depend on:

- The age and developmental stage of the victim, the nature of the allegations and the potential risk of further abuse
- The needs and wishes of the victim
- Victims may not disclose the whole picture immediately, so dialogue should be kept open and encouraged

The alleged perpetrator(s)

It can be difficult to balance the need to safeguard the victim (and other children) with providing the alleged perpetrator(s) with an education and safeguarding support and implementing disciplinary sanctions.

Your school should consider support (and sanctions) on a case-by-case basis.

This includes:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the allegations and risk of harm to other children
- Any unmet needs that the alleged perpetrator(s) may have

Informing Parents & carers

Get parents involved immediately

Don't just file an incident away, no matter how 'low-level' – let parents know what their child has said or done, and that you'd like them to talk about it as a family.

This will help you:

- Get the parents on board in condemning the behaviour
- Start an important conversation between the pupil and their parents about acceptable and unacceptable sexual behaviour
- Work towards a solution together

This can just be a quick phone call, but it's important that it happens **immediately** and **every time** staff have concerns about their child's behaviour.

** NEW: Extra familiar harm threshold

Family's social integration/accessing community resources

Exploitation/ Extra familial abuse/Contextual Safeguarding

Level 1 Expectations of parents.	Level 2	Level 3	Level 4
<p>Parents/ carers ensure that their child, if employed, is protected by the legislation and employers follow guidance appropriately.</p> <p>Parents/carers act as role models by not engaging in substance misuse. They teach their children about the dangers of substance misuse.</p> <p><i>Article 32 Drug abuse</i> Children must be protected from the illegal use of drugs and from being involved in the production or distribution of drugs</p> <p><i>Article 32 Children must be protected from economic exploitation and work that is dangerous or might harm their health</i></p>	<p>Parents need support and advice to understand child employment safety issues.</p> <p>Parents/carers need support and advice to talk to their children about substance misuse.</p>	<p>Parents and carers willing but needing support to safeguard the children from Domestic Servitude/ unsafe employers.</p> <p>Parents unable to safeguarding their children from drug trafficking/county lines or from using drugs and are complying with support from social workers and partners. Child/young person is being pressured to become involved in gangs.</p>	<p>Parents not protecting children from or encouraging or colluding with Domestic servitude, Drug dealing/county lines/Cannabis farms. Evidence of being exploited into forced labour, trafficked, forced marriage or other form of exploitation including criminal exploitation.</p> <p>Parents openly engaging in illegal substance misuse and not protecting their children from this exposure.</p> <p>Parents distracted by their own needs and not prioritising the need to safeguard their children from these issues.</p>
<p>Parents/carers should operate reasonable privacy boundaries and promote the child's personal and physical integrity and on line safety.</p> <p>Parents/ carers should protect/educate their children from the dangers of exploitation and trafficking.</p> <p><i>Article 35 Abduction, sale and trafficking</i> Children must be protected from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.</p> <p><i>Article 34 Sexual exploitation</i> Children must be protected from all forms of sexual abuse and exploitation.</p>	<p>Parents/caregivers seeking and accepting help and support about sex education/boundaries guidance for their children.</p> <p>Parents report their child going missing, seek advice and support and this is having a positive impact.</p> <p>Children involved in sexting</p>	<p>Extra-familial exploitation including on line abuse/trafficking and parents concerned and needing support to safeguard their child from this.</p> <p>Child going missing from home, care or education frequently and there is concern about exploitation.</p> <p>Child/young person involved in group sexual offence.</p> <p>Child goes missing from home, care or education and the CE risk tool suggests concerns about trafficking /sexual exploitation /county lines/involvement in gangs.</p> <p>Parents/carers concerned and engaged.</p>	<p>Intra-familial sexual abuse.</p> <p>Extra-familial Exploitation including on-line abuse/trafficking and parents unable or unwilling to safeguard the child from this.</p> <p>UASC, Domestic servitude.</p> <p>Evidence of physical, emotional or sexual harm/exploitation perpetrated by peers or adults in the community (not connected to the family). Child/young person is attending health services for sexually transmitted infections or unwanted pregnancies and there are concerns that they are engaging in sexual relations due to peer pressure.</p> <p>Suspected rape of a child/young person perpetrated by another child/young person or adult not connected to the family.</p> <p>Evidence of online grooming and /or coercion including the taking and/or sending of indecent images that are later distributed.</p> <p>Abduction and/ or forced imprisonment linked to sexual assault. NRM confirmed trafficking</p>

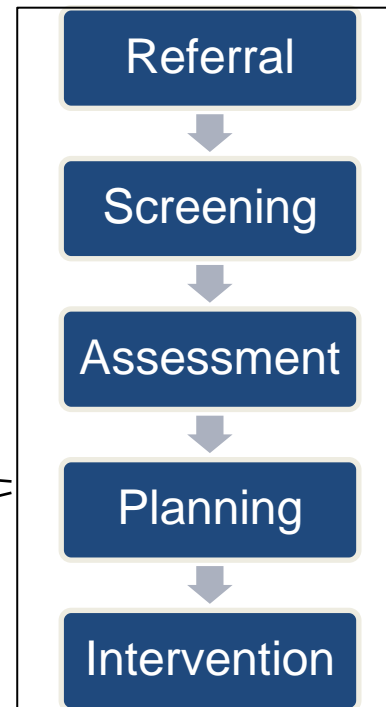
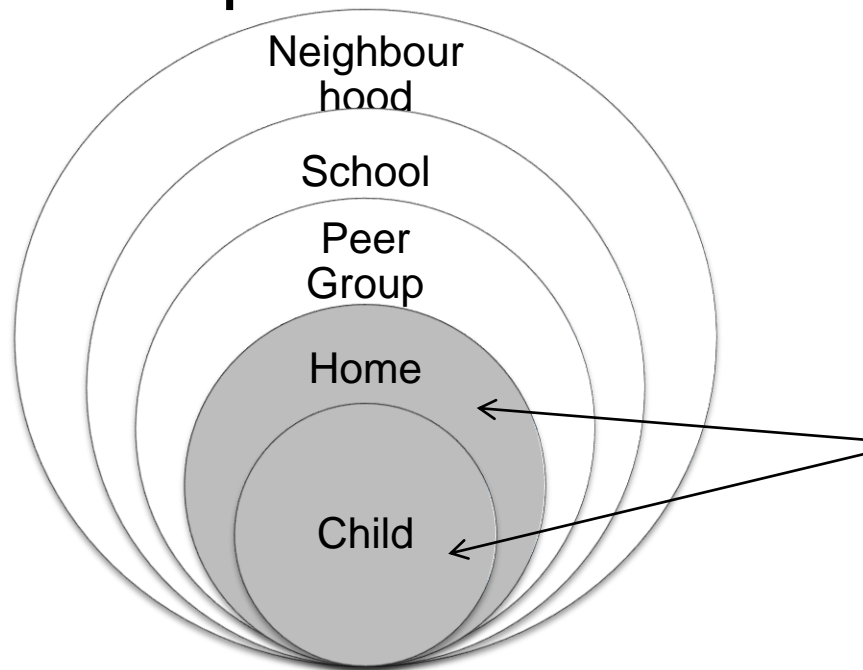
Family's social integration/accessing community resources cont'd

Exploitation/ Extra familial abuse/Contextual Safeguarding cont'd

Level 1 Expectations of parents.	Level 2	Level 3	Level 4
<p>Parents/carers educate their children about the importance of respecting others political views even if they do not agree with them. Children are taught about misinformation in social and other media</p> <p>Parents/carers seeking advice on the dangers of social media and intolerance it can display.</p> <p><i>Article 36 Other exploitation</i> Children must be protected from all forms of exploitation</p>	<p>Absence of appropriate concern to implement parental safeguards in relation to their child/young person's harmful digital activity</p> <p>Parent concerned child/ young person is responsible for extra-familial harm (i.e. sexual or criminal exploitation)</p>	<p>Parents concerned that the child is being radicalised and formal intervention and work with the Counter-terrorism police is required to prevent significant harm.</p> <p>Child/young person is aware of others carrying weapons and feels compelled to do so themselves</p>	<p>Child is being radicalised and parental capacity is insufficient to protect the child from significant harm and work with the counter terrorism police is required to stop the child from becoming further entrenched in extremist activities.</p> <p>Attendance at ASE due to injuries or risks experienced in extra familial settings.</p> <p>Young person has been victim of knife or gun related injury</p>
<p>Parents/carers provide a supportive and a positive home environment and seek help and therapeutic support for their children who have been victims of war and witnessed traumatic events.</p> <p>Difficulties with peer relationships</p> <p>Being a victim of crime</p> <p>Child/young person exposed to the selling or use of illegal substances</p> <p><i>Article 38 Recovery from trauma and reintegration</i> Children who have experienced neglect abuse exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self respect or social life</p>	<p>Child displaying behaviours indicating PTSD and parents seeking help and support and/or signposting.</p> <p>Child/young person is being bullied within their education provision</p> <p>Child/young person exposed to violence and trauma within their peer associations</p> <p>Family experiencing harassment, discrimination or are victims of crime</p> <p>Child/young person feels unsafe to go into neighbourhood spaces beyond their immediate environment</p>	<p>Behaviours indicative of post traumatic stress, and the child is a child in need.</p> <p>Behaviours are likely to represent a risk to the child, other family members and or other children and formal intervention is required to reduce the risk of significant harm.</p> <p>Child/young person being groomed into violent extremism.</p> <p>Parent seems to collude with extra-familial harm, i.e. facilitating/supporting harmful peer activity through the provision of resources.</p>	



The current reach of child protection





Key contacts

Exploitation and Youth Justice Service – 01753 533702
YOTeam@sloughchildrenfirst.co.uk

MASH - 01753 875362
sloughchildren.referrals@sloughchildrenfirst.co.uk

Case Study

You have all been given a number for your group. Please can you move to the allocated table number so you can be in your phase for the next task.

A facilitator will be around to assist you with your discussions.

Please consider the following:

- 1. What would be your next steps?**
- 2. What things must you consider?**

Plenary & discussions



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Slough Whole School Approach to Health & Wellbeing - framework and tools



Slough Whole School Approach to Health and Wellbeing

Developing A Whole School Approach to Health & Wellbeing
- mapping and development tool

Good health, wellbeing and resilience are vital for all our children now and for the future of society
- Public Health England March 2018

A whole school approach is one that goes beyond the teaching in the classroom to pervade all aspects of school life
- DfE November 2018

Name of school:

Developing a Whole School Approach to Health & Wellbeing
(name of school)

DEVELOPMENT PLAN

Area 1: Leadership, management and policies that support and promote a whole school approach to health & wellbeing.				
Action point	Person responsible	Target date		
Area 2: An ethos, culture and environment that values and promotes respect, diversity and health & wellbeing.				
Action point	Person responsible	Target date		
Area 3: Early identification and targeted support for health & wellbeing issues including pastoral care, school-based interventions, signposting and referrals.				
Action point	Person responsible	Target date		

Support

Young people and adults can contact the **NSPCC helpline**, Report Abuse in Education on [0800 136 663](tel:0800136663) or email help@nspcc.org.uk




[POSH helpline: 0344 381 4772](tel:03443814772) | helpline@saferinternet.org.uk

[Report Remove: Remove a nude image shared online | Childline](#)






Growing a place of opportunity and ambition

Resources

Guidance and support	Links
Keeping Children Safe in Education 2021 (Part 5)	Keeping children safe in education 2021 (publishing.service.gov.uk)
Sexual harassment & Sexual Violence Audit toolkit A self-assessment toolkit that can help schools recognise harm and create safety for students in their settings on Harmful Sexual Behaviours.	 Beyond Referrals - Schools (csnetwork.org.uk)
Online Safety Self-Review Tool for Schools 360 degree safe is intended to help schools review their online safety policy and practice. The review will take you through each aspect of online safety, helping you to collaborate, report, and progress	Online Safety Self-Review Tool for Schools 360safe 360safe 
Ofsted Inspection Handbook Sept 2021	School inspection handbook - GOV.UK (www.gov.uk) Inspecting safeguarding in early years, education and skills - GOV.UK (www.gov.uk)
Ofsted Review June 2021	Review of sexual abuse in schools and colleges - GOV.UK (www.gov.uk)
Relationships and sex education (RSE) and health education guidance	Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)
Sharing nudes and semi-nudes: advice for education settings working with children and young people guidance	 Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)
So, you got naked online (SEND version)	So you got naked online (SEND version) - Internet Matters
This version of 'So you got naked online...' is a resource that helps and advises young people who may find themselves in a situation where they (or a friend) have put a sexting image or video online and have lost control over that	



Growing a place of opportunity and ambition

Everyone's Invited Website	Welcome - Everyone's Invited (everyonesinvited.uk)
NSPCC Report abuse in education Helpline	Dedicated helpline for victims of abuse in schools NSPCC 0800 136 663 help@nspcc.org.uk
Professionals Helpline	 Professionals Online Safety Helpline Safer Internet Centre 0344 381 4772
National Online Safety	 National Online Safety Search our Online CPD Training (nationalonlinesafety.com)
Online Safety Education for the Whole School Community including professional CPD webinars.	
Harmful sexual behaviour prevention toolkit (Lucy Faithfull Foundation)	Stop it Now
Peer-on-peer abuse toolkit (Farrer and Co)	https://www.farrer.co.uk/news-and-insights/peer-on-peer-abuse-toolkit/
The KEY – Guidance on how to update SV & SH in your behaviour policy	Sexism and sexual harassment: how to update your behaviour policy The Key for School Leaders (thekeysupport.com)
Slough Whole School Approach to Health and Wellbeing	 School Health & Wellbeing Project Developing a Whole School Approach to Health and Wellbeing The Link (slough.gov.uk)



Any questions

