

# An introduction to basic safeguarding and child protection training in an international school setting



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## Welcome to your Kidscape training session

Kidscape is a registered charity who believe that all children should be able to grow up in a world free from bullying and abuse, and that all adults should keep children safe and help them to reach their full potential.

The mission of Kidscape is to ensure children live in a safe and nurturing environment. By providing training, support and advice to children, parents, schools and those in professional contact with young people, we enable them to gain knowledge and develop the confidence and skills to challenge abuse and bullying in all its forms.

Our values are based on the beliefs that:

- all children have the right to lead their lives free from bullying and abuse
- all adults have a responsibility to support, nurture and care for children enabling them to reach their full potential
- all children should have the opportunity and confidence to report bullying and abuse
- bullying and abuse in all forms are not acceptable and should not be tolerated
- children, confidentiality and trust are at the heart of everything we do.

In addition to delivering training in basic safeguarding and child protection, Kidscape offer:

- CPD accredited advanced safeguarding and child protection training designed to meet the needs of those who act as a DSL or who manage safeguarding within their organisations.
- E-safety training for staff, parents and carers and children and young people
- Anti-bullying training for staff, parents and carers and children and young people
- Anti-bullying champion training for children and young people to enable them to plan anti-bullying campaigns within their settings
- Peer mentoring and peer listening training for children and young people.
- ZAP – a self-esteem workshop to support children and young people who have experienced bullying.
- PACS – a programme to enable children and young people to develop positive, assertive confidence skills.
- Consultancy support on reviewing your safeguarding, e-safety and bullying policies and procedures.

We also work in partnership with Educare to offer a range of on-line learning solutions around child protection including child protection in education, child protection in sport and active leisure and child protection in health and social care.

To find out more about how Kidscape can support your organisation please contact us on:

email: [info@kidscape.org.uk](mailto:info@kidscape.org.uk)

tel: 0207 730 3300

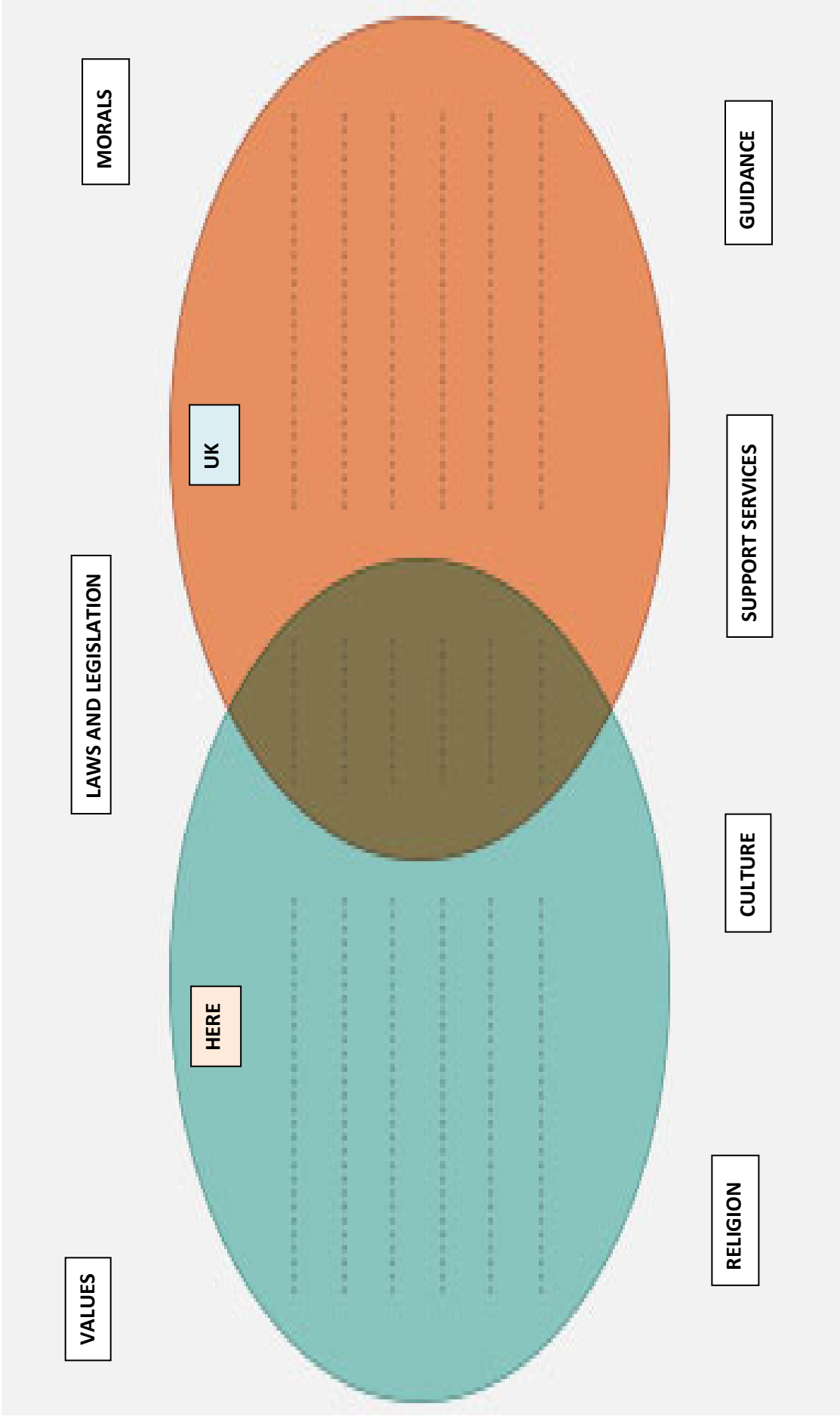
or visit us at [www.kidscape.org.uk](http://www.kidscape.org.uk)

## Learning Outcomes

On completion of this course, delegates will be able to:

- understand the difference between safeguarding and child protection and how these work in your international setting.
- understand and recognise the different types of abuse that children can be subjected to and the symptoms and signs associated.
- explore your own and other people's values and attitudes which may affect our judgement in the context of child abuse.
- know how to respond to child protection concerns and disclosures.
- understand the procedures professionals should follow when abuse is suspected.
- have considered how to work safe(r).

Comparing safeguarding and child protection



# FACT SHEET: A summary of the rights under the Convention on the Rights of the Child

**Article 1 (Definition of the child):** The Convention defines a 'child' as a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger. The Committee on the Rights of the Child, the monitoring body for the Convention, has encouraged States to review the age of majority if it is set below 18 and to increase the level of protection for all children under 18.

**Article 2 (Non-discrimination):** The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

**Article 3 (Best interests of the child):** The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.

**Article 4 (Protection of rights):** Governments have a responsibility to take all available measures to make sure children's rights are respected, protected and fulfilled. When countries ratify the Convention, they agree to review their laws relating to children. This involves assessing their social services, legal, health and educational systems, as well as levels of funding for these services. Governments are then obliged to take all necessary steps to ensure that the minimum standards set by the Convention in these areas are being met. They must help families protect children's rights and create an environment where they can grow and reach their potential. In some instances, this may involve changing existing laws or creating new ones. Such legislative changes are not imposed, but come about through the same process by which any law is created or reformed within a country. Article 41 of the Convention points out that when a country already has higher legal standards than those seen in the Convention, the higher standards always prevail.

**Article 5 (Parental guidance):** Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly. Helping children to understand their rights does not mean pushing them to make choices with consequences that they are too young to handle. Article 5 encourages parents to deal with rights issues "in a manner consistent with the evolving capacities of the child". The Convention does not take responsibility for children away from their parents and give more authority to governments. It does place on governments the responsibility to protect and assist families in fulfilling their essential role as nurturers of children.

**Article 6 (Survival and development):** Children have the right to live. Governments should ensure that children survive and develop healthily.

**Article 7 (Registration, name, nationality, care):** All children have the right to a legally registered name, officially recognised by the government. Children have the right to a nationality (to belong to a country). Children also have the right to know and, as far as possible, to be cared for by their parents.

**Article 8 (Preservation of identity):** Children have the right to an identity – an official record of who they are. Governments should respect children's right to a name, a nationality and family ties.

**Article 9 (Separation from parents):** Children have the right to live with their parent(s), unless it is bad for them. Children whose parents do not live together have the right to stay in contact with both parents, unless this might hurt the child.

**Article 10 (Family reunification):** Families whose members live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

**Article 11 (Kidnapping):** Governments should take steps to stop children being taken out of their own country illegally. This article is particularly concerned with parental abductions. The Convention's Optional Protocol on the sale of children, child prostitution and child pornography has a provision that concerns abduction for financial gain.

**Article 12 (Respect for the views of the child):** When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account. This does not mean that children can now tell their parents what to do. This Convention encourages adults to listen to the opinions of children and involve them in decision-making -- not give children authority over adults. Article 12 does not interfere with parents' right and responsibility to express their views on matters affecting their children. Moreover, the Convention recognizes that the level of a child's participation in decisions must be appropriate to the child's level of maturity. Children's ability to form and express their opinions develops with age and most adults will naturally give the views of teenagers greater weight than those of a preschooler, whether in family, legal or administrative decisions.

**Article 12 (Respect for the views of the child):** When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.

**Article 13 (Freedom of expression):** Children have the right to get and share information, as long as the information is not damaging to them or others. In exercising the right to freedom of expression, children have the responsibility to also respect the rights, freedoms and reputations of others. The freedom of expression includes the right to share information in any way they choose, including by talking, drawing or writing.

**Article 14 (Freedom of thought, conscience and religion):** Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should help guide their children in these matters. The Convention respects the rights and duties of parents in providing religious and moral guidance to their children. Religious groups around the world have expressed support for the Convention, which indicates that it in no way prevents parents from bringing their children up within a religious tradition. At the same time, the Convention recognizes that as children mature and are able to form their own views, some may question certain religious practices or cultural traditions. The Convention supports children's right to examine their beliefs, but it also states that their right to express their beliefs implies respect for the rights and freedoms of others.

**Article 15 (Freedom of association):** Children have the right to meet together and to join groups and organisations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.

**Article 16 (Right to privacy):** Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

**Article 17 (Access to information; mass media):** Children have the right to get information that is important to their health and well-being. Governments should encourage mass media – radio, television, newspapers and Internet content sources – to provide information that children can understand and to not promote materials that could harm children. Mass media should particularly be encouraged to supply information in languages that minority and indigenous children can understand. Children should also have access to children's books.

**Article 18 (Parental responsibilities; state assistance):** Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments must respect the responsibility of parents for providing appropriate guidance to their children – the Convention does not take responsibility for children away from their parents and give more authority to governments. It places a responsibility on governments to provide support services to parents, especially if both parents work outside the home.

**Article 19 (Protection from all forms of violence):** Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after

them. In terms of discipline, the Convention does not specify what forms of punishment parents should use. However any form of discipline involving violence is unacceptable. There are ways to discipline children that are effective in helping children learn about family and social expectations for their behaviour – ones that are non-violent, are appropriate to the child's level of development and take the best interests of the child into consideration. In most countries, laws already define what sorts of punishments are considered excessive or abusive. It is up to each government to review these laws in light of the Convention.

**Article 20 (Children deprived of family environment):** Children who cannot be looked after by their own family have a right to special care and must be looked after properly, by people who respect their ethnic group, religion, culture and language.

**Article 21 (Adoption):** Children have the right to care and protection if they are adopted or in foster care. The first concern must be what is best for them. The same rules should apply whether they are adopted in the country where they were born, or if they are taken to live in another country.

**Article 22 (Refugee children):** Children have the right to special protection and help if they are refugees (if they have been forced to leave their home and live in another country), as well as all the rights in this Convention.

**Article 23 (Children with disabilities):** Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives.

**Article 24 (Health and health services):** Children have the right to good quality health care – the best health care possible – to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy. Rich countries should help poorer countries achieve this.

**Article 25 (Review of treatment in care):** Children who are looked after by their local authorities, rather than their parents, have the right to have these living arrangements looked at regularly to see if they are the most appropriate. Their care and treatment should always be based on “the best interests of the child”. (see Guiding Principles, Article 3)

**Article 26 (Social security):** Children – either through their guardians or directly – have the right to help from the government if they are poor or in need.

**Article 27 (Adequate standard of living):** Children have the right to a standard of living that is good enough to meet their physical and mental needs. Governments should help families and guardians who cannot afford to provide this, particularly with regard to food, clothing and housing.

**Article 28: (Right to education):** All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child's human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.

**Article 29 (Goals of education):** Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights their parents, and education should aim to develop respect for the values and culture of their parents. The Convention does not address such issues as school uniforms, dress codes, the singing of the national anthem or prayer in schools. It is up to governments and school officials in each country to determine whether, in the context of their society and existing laws, such matters infringe upon other rights protected by the Convention.

**Article 30 (Children of minorities/indigenous groups):** Minority or indigenous children have the right to learn about and practice their own culture, language and religion. The right to practice one's own culture, language and religion applies to everyone; the Convention here highlights this right in instances where the practices are not shared by the majority of people in the country.

**Article 31 (Leisure, play and culture):** Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

**Article 32 (Child labour):** The government should protect children from work that is dangerous or might harm their health or their education. While the Convention protects children from harmful and exploitative work, there is nothing in it that prohibits parents from expecting their children to help out at home in ways that are safe and appropriate to their age. If children help out in a family farm or business, the tasks they do be safe and suited to their level of development and comply with national labour laws. Children's work should not jeopardize any of their other rights, including the right to education, or the right to relaxation and play.

**Article 33 (Drug abuse):** Governments should use all means possible to protect children from the use of harmful drugs and from being used in the drug trade.

**Article 34 (Sexual exploitation):** Governments should protect children from all forms of sexual exploitation and abuse. This provision in the Convention is augmented by the Optional Protocol on the sale of children, child prostitution and child pornography.

**Article 35 (Abduction, sale and trafficking):** The government should take all measures possible to make sure that children are not abducted, sold or trafficked. This provision in the Convention is augmented by the Optional Protocol on the sale of children, child prostitution and child pornography.

**Article 36 (Other forms of exploitation):** Children should be protected from any activity that takes advantage of them or could harm their welfare and development.

**Article 37 (Detention and punishment):** No one is allowed to punish children in a cruel or harmful way. Children who break the law should not be treated cruelly. They should not be put in prison with adults, should be able to keep in contact with their families, and should not be sentenced to death or life imprisonment without possibility of release.

**Article 38 (War and armed conflicts):** Governments must do everything they can to protect and care for children affected by war. Children under 15 should not be forced or recruited to take part in a war or join the armed forces. The Convention's Optional Protocol on the involvement of children in armed conflict further develops this right, raising the age for direct participation in armed conflict to 18 and establishing a ban on compulsory recruitment for children under 18.

**Article 39 (Rehabilitation of child victims):** Children who have been neglected, abused or exploited should receive special help to physically and psychologically recover and reintegrate into society. Particular attention should be paid to restoring the health, self-respect and dignity of the child.

**Article 40 (Juvenile justice):** Children who are accused of breaking the law have the right to legal help and fair treatment in a justice system that respects their rights. Governments are required to set a minimum age below which children cannot be held criminally responsible and to provide minimum guarantees for the fairness and quick resolution of judicial or alternative proceedings.

**Article 41 (Respect for superior national standards):** If the laws of a country provide better protection of children's rights than the articles in this Convention, those laws should apply.

**Article 42 (Knowledge of rights):** Governments should make the Convention known to adults and children. Adults should help children learn about their rights, too. (See also article 4.)

**Articles 43-54 (implementation measures):** These articles discuss how governments and international organizations like UNICEF should work to ensure children are protected in their rights.



### What's in a name?

In your groups:

- 1) Look at the situations described below.
- 2) Do you think it is a safeguarding concern?
- 3) If so, which type of abuse do you think it describes?
- 4) Are there other types of abuse not listed below?

|          |           |
|----------|-----------|
| PHYSICAL | SEXUAL    |
| NEGLECT  | EMOTIONAL |

|  |   |  |
|--|---|--|
| <p>You regularly hear the parents telling their child that they are rubbish and will never amount to anything in life.</p>                     | <p>Mother regularly threatens to beat the child if he misbehaves. The child is scared that his mother will carry out the threat.</p>        | <p>Parents regularly drink alcohol and allow their 4 year old child to sip out of their glass.</p>   |
| <p>The mother refuses to let her children see their father because they don't get on with each other and she doesn't like his new partner.</p> | <p>The child is complaining of a chronic earache and has a discharge from, her ear. The child's parents haven't done anything about it.</p> | <p>When the child misbehaves she is made to stand outside the house and told that if she misbehaves again they will get her put into care.</p> |
| <p>Parent fondled child's genital area on one occasion.</p>  | <p>Child often arrives at school unwashed, smelling and in dirty clothes.</p>   | <p>Dad punishes his child by spanking him, which sometimes leaves red marks on the skin.</p>   |
| <p>Parents regularly watch pornographic videos when their child is in the room.</p>  | <p>The child's uncle babysits for her and her younger sister. At night he goes into their bedroom and touches her breasts.</p>              | <p>The child's uncle babysits for her and her younger sister. At night he goes into their bedroom when they are sleeping and masturbates.</p>  |

|   |   |   |
|---|---|---|
| Child is refused food when they are at home. His carers keep the fridge locked and he regularly comes into school clearly very hungry.  | The child witnesses his father swearing at his mother and lashing out at her.   | Parents who punish their child excessively if they do not achieve the highest marks for work that they do in school and on their tests.                         |
| Mother telling her teenage daughter that she is fat and needs to lose weight if she ever wants to find herself a decent husband.  | Throwing a 15 year old daughter out of the house for coming back late after a night out.  | Leaving your (English speaking) child to be cared for by a maid who is often unreliable and has no experience of child care and has very limited English.       |
| Giving a 17 year old boy gifts in return for sex.   | A stranger getting up close to a teenage girl on a packed bus in order to rub himself on her in order to gain sexual pleasure.  | One of your students sending another student messages via their Instagram account telling them they wish they were dead.  |
| A teenage boy sharing photos of his 15 year old girlfriend topless with his friends through social media.   | Taking a child to the doctor regularly complaining that he has had a fever in the night, when actually he has been fine.  | Taking a young girl abroad to be 'cut' to ensure that she is a respected female member of her religious and cultural community.                                 |
| Parents travelling abroad for business reasons and leaving their 14 year old child in the house alone – arranging for a neighbour to pop in occasionally to check that they are OK. | A 17 year old girl being told by her boyfriend that she isn't allowed to go out and meet her friends on her own – and checking her phone messages to make sure that she isn't doing this behind his back. | Father regularly hitting his child with a belt in order to ensure discipline in the household.  |
| Making sexual comments to a 13 year old online.   | A family bringing a 10 year old girl over from their home country to work as a servant in their household.  | A teenage boy exchanging messages through Twitter with a recruiter for an Islamic extremist organisation in Syria.  |
| A 16 year old girl in your school having a sexual relationship with one of the teachers.  | Harry, aged 8, masturbates for most of the day at school. When masturbating he will often expose his penis to the rest of the class.  | Telling a 17 year old that she needs to marry someone because her parents have already arranged everything with his family and the dowry has already been paid. |

## ABUSE

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by others (eg via the internet). They may be abused by an adult or adults, or another child or children.

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## PHYSICAL ABUSE

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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## EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

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## SEXUAL ABUSE

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 or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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## NEGLECT

Neglect is 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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or responsiveness to, a child's basic emotional needs.

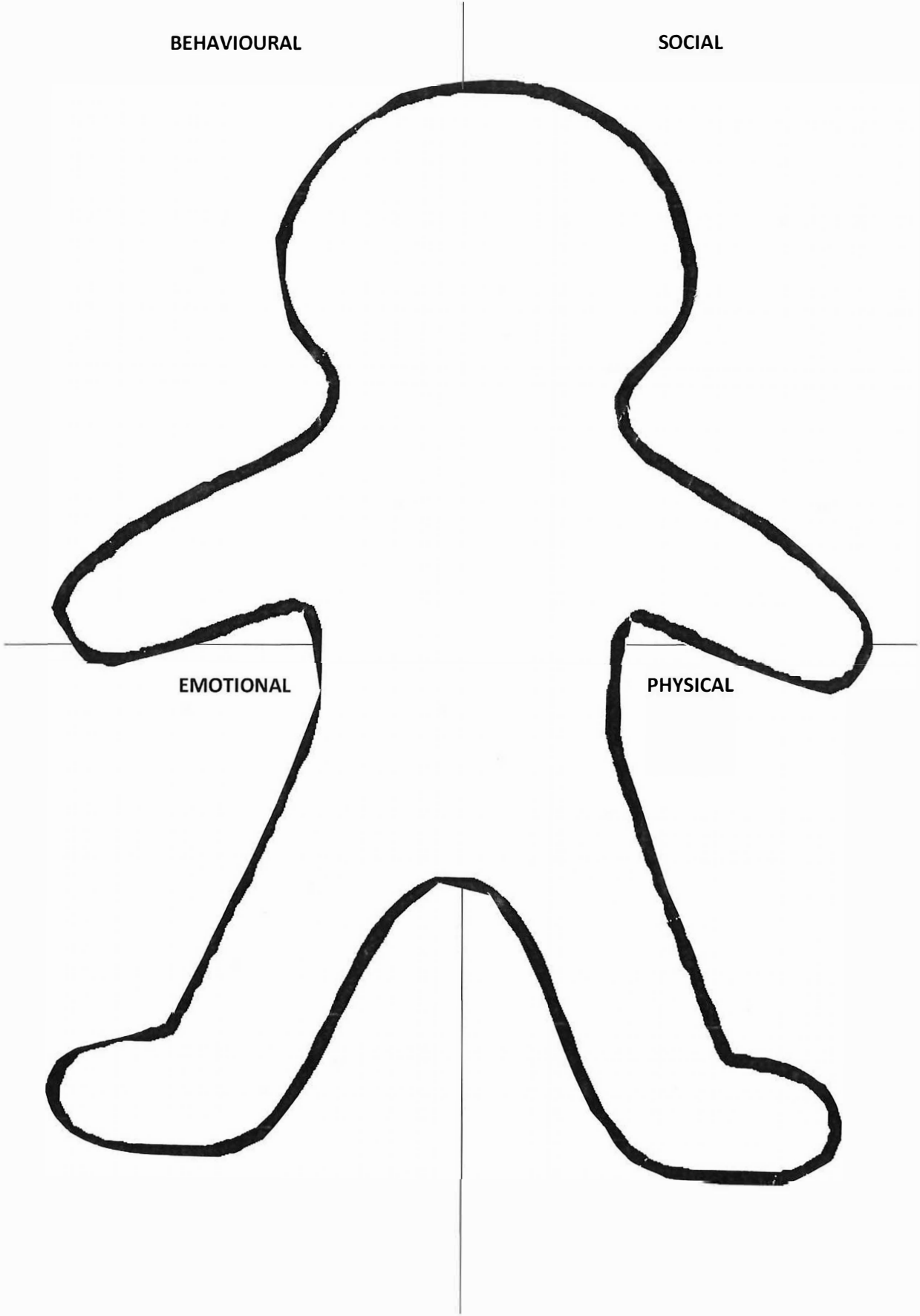
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## ONLINE SEXUAL ABUSE

The use of technology to manipulate, exploit, coerce or intimidate a child to (but not limited to): engage in sexual activity; produce sexual material/content; force a child to look at or watch sexual activities; encourage a child to behave in sexually inappropriate ways; or groom a child in preparation for sexual abuse (either online or offline). It can also involve directing others to, or coordinating, the abuse of children online. As with other forms of sexual abuse, online abuse can be misunderstood by the child and others as being consensual, occurring without the child's immediate recognition or understanding of abusive or exploitative conduct. In addition, fear of what might happen if they do not comply can also be a significant influencing factor. No child under the age of 18 can consent to being abused or exploited. Financial gain can be a feature of online child sexual abuse, it can involve serious organised crime and it can be carried out by either adults or peers.

Type of abuse: \_\_\_\_\_

# SIGNS AND SYMPTOMS OF ABUSE



### **Some of the following signs might be indicators of abuse or neglect:**

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

There are four main categories of abuse and neglect: physical abuse, emotional abuse, sexual abuse and neglect. Each has its own specific warning indicators, which you should be alert to.

*Working Together to Safeguard Children (2015)*

## Scenarios

In groups, discuss the scenario/s that you have been given and consider the following questions:

- 1) Is there a possible concern about abuse?
- 2) What are the issues?
- 3) What would you say to the child?
- 4) What action should you take?
- 5) What information do you need to share and with whom?

### Ahyana

Ahyana attends our school and she has a younger sister who is five years old. She and her family came to our school from Africa when she was four and although they don't mix much with the school community, her father has regular work and her parents have told her class teacher that they hope to settle in this country.

She presents as a contented child and is making good progress with her learning. Her best friend is her cousin who is in the year below.

Just before the end of the Summer Term, Ahyana's parents requested permission to take her out of school a few days early so that they could travel back to their home country in Africa to attend to necessary family business. The school agreed to their request.

It was at the beginning of the new term that one of the Teaching Assistants noticed a change in Ahyana's physical appearance and behaviour. Ahyana had always seemed to have an upright posture and to walk steadily and purposefully. The TA noted that she now seemed to have difficulty walking properly and standing for any length of time. She noted too that Ahyana had a troubled look about her and that she appeared anxious and tearful during lessons, particularly when the class were getting ready to do PE or go swimming.

Often Ahyana would ask to go to the toilet and spend a long time there. Whenever the TA asked if she was alright, Ahyana would manage a smile, say 'yes' then move away.

## **Jake**

Jake is 13. He came to us at the International School about six months ago when his dad became Chief Executive of that well known logistics corporation based in the centre of the city. His mum works away in the week as well and from what he says, it seems as though Jake only sees his parents at weekends.

He is looked after by the housekeeper who is there at breakfast time to make sure he gets up in the morning and leaves him something to eat in the evenings. The chauffeur brings him to school but Jake usually likes to make his own way home after school so that he can see his friends.

Certainly, Jake never seems to want for anything. He's popular in his class because he always seems to have the latest IT gadgets which he's happy to let others try out and if he invites them to his house, it's pizza and chips from the freezer all round and stay as long as you want. And they do, sometimes.

Jake, Sam and Bill came in the other morning looking completely exhausted and they obviously hadn't bothered to have a wash. They'd stayed up until 4 o'clock trying to reach the top level of that new game all the kids are raving about. They hadn't done their homework either although that's nothing new for Jake. It's a pity really, he's a bright boy but he doesn't seem motivated to learn very much at all.

## **Emma**

Emma has never really talked to her mum about things to do with growing up however she has a good relationship with me as her teacher and regularly asks my opinion about things that worry her. Her 14<sup>th</sup> birthday was last week and she told me that she had a lovely time with her friends and Gareth, the boy she has been going out with for the last six months. Gareth is 17 and seems quite mature for his age. Emma hasn't told her mum about him – she thinks that she might worry about the age difference and she has asked me not to tell her.

Yesterday, Emma told me that she and Gareth were in love and that for quite a while they had been experimenting with making each other feel good but hadn't had sex yet. Emma said that now she was older, Gareth was very keen for them to have full intercourse. His friend had said that they could use his room if they liked.

Emma is not sure. She likes Gareth and she knows this might be the only chance they have but she's not on the pill and Gareth said he didn't like condoms. Her friend, Lucy, who is also 14 and apparently sexually active told her to get on with it because most girls in her class have already done it and she may as well too.



## **Thomas**

It isn't easy trying to communicate with Thomas. He seems a secretive child who doesn't like to play with others or share things. He stays very still and silent in class, almost as though he wants you to think he isn't there.

I have been known Thomas for three months now and usually by this time I can get a smile at least from everyone. I know that he finds reading difficult and his teacher has said that he might have some sort of language delay but even looking at pictures doesn't seem to interest him.

He is so pale and thin - a good feed wouldn't do him any harm and a bit of a wash round the back of the neck and in those ears might make him feel better. I do wonder if someone has shown him how to brush his teeth. I'm sure his mum or whoever looks after him must iron his shirt occasionally – although it usually looks as though he sleeps in it. That's if he sleeps - half the time he looks as though he could easily nod off, poor thing...

## **Suli**

Suli came in late to Reception class. His family have just moved here and delays with house exchanges meant that he started four weeks later than all the other children.

He settled in well though, and his big smile and bright, inquisitive eyes drew other children to him and they would play in the sand and the water together happily, taking turns to share containers or scoops.

It was in the spring term that his mum told me that she had a new job and that her brother would be picking Suli up very day from then on. She introduced her brother to us. He seemed a bit reserved and formal but we reckoned that he probably wasn't used to picking up a child from a busy and noisy classroom of under-fives so we thought nothing more of it. We did notice though, that when he arrived at the end of the session, Suli always seemed to be a bit reluctant to go to him: he would stand in the corner near the painting sink or behind the teacher's chair on the carpet and often we would have to call him at least twice or fetch him ourselves. Suli seemed to have lost some of his enthusiasm for playing with the other children too and now, when they came to join in with his play, Suli would move away to another activity.

The bigger cause for concern was the painting session last Thursday morning. The children had been talking about things that grow and they had been asked to paint a picture of what they had discovered. Suli's painting didn't include shapes that might represent seeds or flowers or leaves. Across the page he had painted what could only be described as a series of erect male penises. Emma, our child care assistant noticed it first and when I sat down beside him and in a gentle voice asked him to tell me all about what he had painted, Suli looked at me with a look in his eyes I had not seen before, put down his paint brush and headed for the slide in the outdoor play area where he stood at the top of the ladder.

**Marie**

Marie is in Year 9. This morning her mother came to see me about the art teacher, Mr Flynn. She said that Marie had told her that Mr Flynn often comes up to her from behind and massages her shoulders whilst he puts his face close to hers when he is looking at her work. Marie said that he sometimes gently rubs her bra strap as well.

The mother said that Marie feels very uncomfortable when he does this and she had told her that four or five other girls had experienced the same thing. Mr Flynn is a popular member of staff. He has been working at the school for the last two years.

## Lin

Right from the start Lin, a pupil who boarded with us had always been an outstanding Grade A\* student pretty much across the subject range. When she wasn't achieving an A\*, the lowest grade she received would be an A and that was usually because she was feeling unwell or found the work too easy and switched off.

On this occasion though, the results were important indicators of how well students would do in the public examinations coming up after the long break. In her usual conscientious and quietly determined way Lin had studied hard and as ever, her efforts had been rewarded. Or at least, most of them had. Lin received A\* results for all but one of her subjects. An A grade had been awarded for her Physics exam.

Lin was not a student who showed much emotion about anything much and so it was of slight interest to me to hear from her Physics teacher that Lin seemed disturbed by this result. 'Disturbed' is an ambiguous word and when I casually enquired what this meant, the teacher said, 'Oh you know, nothing spectacular, a bit out of sorts, not fully engaged in class. Different to how she usually is. Nothing to worry about, I'm sure'.

School broke up for the break with nothing more noted. The day after everyone returned however, I was approached directly by the teacher who told me that Lin had returned with fresh marks across her hands and on the calves of her legs. When encouraged by Matron to talk about what had happened, Lin admitted that her father had inflicted the marks with a cane as a reminder that her work was below standard and she needed to try harder.

My first thoughts were laced with panic. Her father had sponsored the building of the Arts Centre on the new campus and he was an influential man. Moreover, the Head said that we should ignore what had happened and give Lin extra Physics classes. But somehow, I knew I couldn't ignore this. What would happen to Lin in the future if she didn't make the progress required? What would happen to me and to the status of the school if some of the other parents found out that no action had been taken?

## **Kuljit**

Even though her family moved to this country 12 years ago, Kuljit's dad still insisted that she should follow the family's way and marry the man that she had never met face to face. He was two years older than Kuljit (she was just 16 when all of this happened) and I remember how frustrated she would become when her mother insisted on showing his photo to all of her friends.

Kuljit had plans for her future – after all, she went to a mixed gender school, drank a bit and counted boys amongst her friends. Kuljit liked the idea of studying Media and Art and we encouraged her to look at courses and think about careers. Getting married early and getting married to someone she didn't know were probably the last things on her mind.

The problem really started after a Parents' Meeting that her dad attended. Kuljit had not told him about the college application she had made or that she had been offered a room in a house by a friend if she got into the college. He learnt about these things from her art teacher who was full of praise for her creative talent and ability and had thought her parents agreed with the plans.

The next day Kuljit told me about the row that took place that night when he returned. Kuljit said he locked her in her room and has threatened her that she would not be allowed to go back to school. All the screaming and shouting bothered the neighbours who knocked on the door and asked if the family needed help. Her mum reassured them and then tried to placate Kuljit but it didn't stop there.

The day afterwards Kuljit escaped the house through the bathroom window and her dad called the police who brought her back. He told them that she had mental health problems. It seemed like row was following row and all the time her dad accused Kuljit of bringing disgrace to the family's good name because of her behaviour and her refusal to comply with his demands. I am really worried that sooner or later one of them will snap...

### Is this Safe Practice?

Look at the statements below and decide if you feel that these are safe or unsafe practices. What should you do to make the situations safe for both the young person and yourself?

|   | Safe? | Unsafe? | Controls |
|---|-------|---------|----------|
| 1. Holding down a child who is physically attacking another child.  |       |         |          |
| 2. Checking a young person's mobile phone that you believe they have used to cyber bully.                               |       |         |          |
| 3. Flirting with a young person who you suspect has a crush on you.   |       |         |          |
| 4. Sitting a distressed child on your knee to comfort them.   |       |         |          |
| 5. Reporting confidential information about a student to another member of staff.                                       |       |         |          |
| 6. Rubbing a child's bottom after they have fallen over.  |       |         |          |
| 7. Giving a young person your mobile phone number so they can call you out of hours if they are worried about anything. |       |         |          |
| 8. Accepting a friend request from student on Facebook.   |       |         |          |
| 9. Accepting a friend request from a student's parent on Facebook.  |       |         |          |
| 10. Hugging a student who has given a brilliant performance at an event.  |       |         |          |
| 11. Supervising a group of young people getting changed for sport.  |       |         |          |
| 12. Viewing a child pornography site at home.   |       |         |          |
| 13. Entering into a spontaneous discussion about sex with a group of young people in a session.                         |       |         |          |
| 14. Giving a young person a lift home when they have missed their bus.  |       |         |          |
| 15. Running an off-site excursion for young people.   |       |         |          |
| 16. Sending students an email about a homework assignment from your personal email address.                             |       |         |          |

## Kidscape training evaluation form

|                              |                                 |                               |
|------------------------------|---------------------------------|-------------------------------|
| <b>Your name (optional):</b> | <b>Organisation (optional):</b> | <b>Department (optional):</b> |
| <b>Date of training:</b>     | <b>Trainer's name:</b>          | <b>Course title:</b>          |

E = Excellent      G = Good      S = Satisfactory      D = Disappointing – (Please say why)

| What do you think about?                             | E | G | S | D | Comments |
|--|---|---|---|---|----------|
| 1. How well were course objectives met?              |   |   |   |   |          |
| 2. Relevance of Content                              |   |   |   |   |          |
| 3. Methods/Style of Delivery/Presentation            |   |   |   |   |          |
| 4. Trainer's Knowledge                               |   |   |   |   |          |
| 5. Learning Aids/Handouts                            |   |   |   |   |          |
| 6. Overall Assessment                                |   |   |   |   |          |
| 7. How did you hear about this Kidscape's training?  |   |   |   |   |          |
| 8. Is there any other training you would like to do? |   |   |   |   |          |

I found the session (please tick as appropriate):

|             |              |                      |
|-------------|--------------|----------------------|
| Enjoyable   | Involving    | Other (Please State) |
| Informative | Motivational |                      |
| Innovative  | Useful       |                      |
| Inspiring   | Welcoming    |                      |

Any additional comments and/or suggestions for improvements:

Would you recommend Kidscape training to a peer? (If no, please give details):

If you would like to receive Kidscape's monthly e-newsletter to hear about future events and training please provide us with your email address (writing clearly):