



Project
Right Click

Safeguarding in Partnership

Interactive safeguarding sessions – Pause, Think, Plan

Teachers' Notes



Project Right Click

Interactive safeguarding sessions - cyber safety



PROJECT RIGHT CLICK
Final Session

This is the final session of Project Right Click.
You already knew a lot when you started the sessions, and now you know more.

- Review the topics we have covered.
- Remind ourselves what we know.
- Rehearse strategies we can use to keep ourselves and those around us, safe.
- Voice your opinion about Project Right Click.



Pause Think Plan.....Right Click/Delete

This is the final session. The project has dealt with difficult and challenging topics, which arise in everyday situations and events. This can be particularly the case online, where there are risks and dangers. These can be heightened by influences and agents who set out to trick and deceive. Young people need information about risks and support to understand ways that they can manage risky situations for themselves, and to know when they need to get help.

In this session, the emphasis is on rehearsing strategies that have been featured in the sessions, and emphasising that it is relationships and law and order that matter most to us all.

This session aims to **review, remind, rehearse strategies**, that we can all use to keep ourselves safe and those around us.

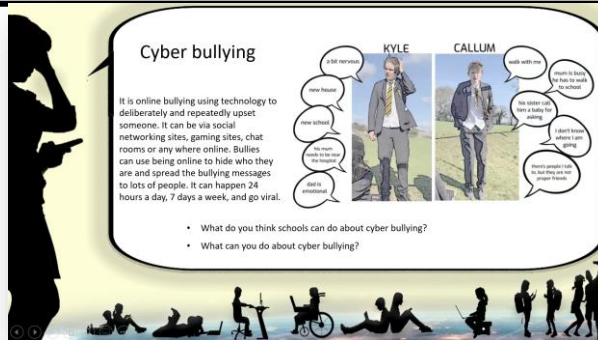
It may be that this session is best done in a series of short reminder sessions, one topic at a time.

This would leave the way open for the group to have more time to have an open discussion.



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Interactive safeguarding sessions – cyber safety



Cyber bullying

It is online bullying using technology to deliberately and repeatedly upset someone. It can be via social networking sites, gaming sites, chat rooms or any where online. Bullies can use being online to hide who they are and spread the bullying messages to lots of people. It can happen 24 hours a day, 7 days a week, and go viral.

- What do you think schools can do about cyber bullying?
- What can you do about cyber bullying?

KYLE

- I'm new here
- I've had a bad day
- I don't know who to talk to
- I don't know what to do
- I don't know what to say

CALLUM

- I don't know
- I don't know what to do
- I don't know what to say
- I don't know what to do
- I don't know what to say

Cyber-bullying

This is the key scene in the cyber bullying film, with the definition of the problem.

Remind the group about the reasons why Kyle was targeted, ideas such as:

- He is new to the area/school
- He hasn't got a group of friends
- He is worried about his mum
- He has different interests from the bullies
- He is focused on being at home, and not hanging out.

Refer the group to the cyber-bullying worksheet and the questions on it. It would be useful to hear some ideas, this is not a test of individual responses. The group could come up with:

Strategies for the school, ideas such as:

- Poster competition for anti-bullying posters
- Confidential reporting system
- Volunteers in each year group as designated listeners

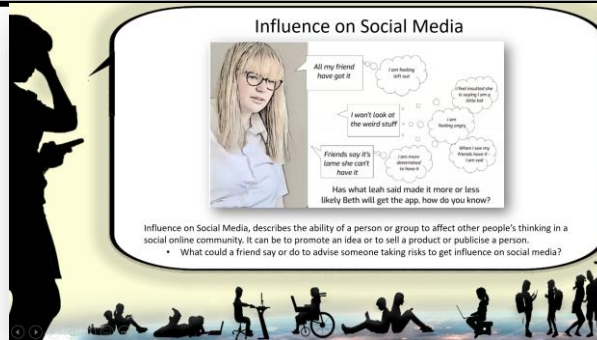
Ideas of how one person could help might include:

- Walk home with someone who is being targeted
- Ask them how you can help
- Report what you say
- Chose not to be friends with people who bully



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Interactive safeguarding sessions - cyber safety



Influence on social media

There are pressures on Beth to download an app which features challenges, which have been posted to tempt young people to film themselves taking risks.

Remind the group about the pressures on Beth, ideas such as:

- From her friends, who have the app
- Wanting to be like her older sister
- Being told she will get lots of likes/views
- Wanting to be cool

The session focused on what is a friend?

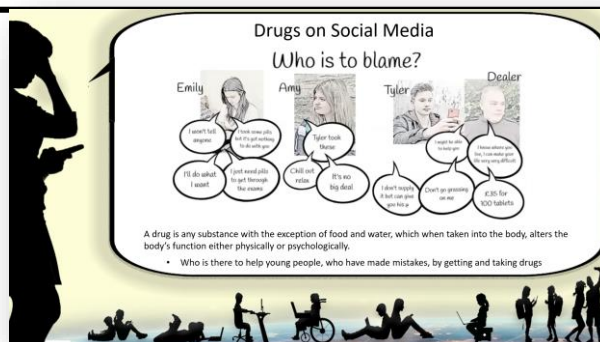
Refer the group to the Influence on Social Media worksheet and the questions on it. When they have responded, ask for their ideas of how a friend could have advised or helped. Ideas such as:

- Shown her a different app to distract her
- Suggested they make a challenge together, which is fun
- Remind her that the group are not being caring towards her, they are pushing her to take a challenge
- Remind her about the risks
- Report what is happening to her sister, a teacher, or tell their mum who can report it



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Drugs on social media

Remind the group that there was a lot to learn about drugs, and that they learned about four types of drugs, can they name them?

- Prescription drugs
- Over-the-counter drugs
- Legal highs
- Illegal drugs

Refer the group to the worksheet on drugs on social media. What did Emily actually do?
She buys and takes illegal drugs.

In the discussion helped the group to think about the sources of support.


Who is there to help young people who have made mistakes, by getting and taking drugs?

Ideas such as:

- Their parents
- Their friends
- School staff
- The Police, 999 in an emergency
- The Samaritans
- Health professionals, dial 999 in an emergency for an ambulance
- A passer-by
- Drugs helplines


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Grooming

Grooming can happen in online spaces as well as in person, by a stranger or someone known. It involves the offender building a relationship with a child, or sometimes with their wider family, gaining their trust and a position of power over a child, in preparation for abuse. The process of grooming can take minutes, or over one conversation, or over long periods of time, in some cases, years.



- Can you remember three of the safety rules for meeting online contacts?



Grooming

Remind the group that grooming is complex and involves, ideas such as:

- Who? Anyone, any age
- Where? In person or online
- How? Gaining trust in minutes, or over a long time
- Why? To manipulate a person, often to exploit someone sexually, or with drugs, or with involvement in crime

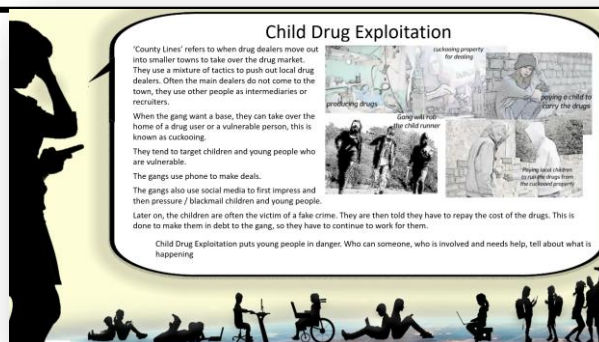
Refer the group to the grooming worksheet. They are asked to remember three of the safe rules for meeting online contacts. These should be from the following:

- Getting a photograph of the online contact to confirm identity
- Have a video call to confirm the contact is the gender and age you expect
- Plan to meet in a safe public place
- Take a friend with you
- Tell your parents, who can do checks or take you to the meeting point
- Go with your phone fully charged, and with money/card to access transport home
- Make sure when you arrive that there are people there
- Work out safe places/people, should you need them, such as a nearby shop, or a bus queue
- Be ready to leave fast, if need be
- If you feel anxious or uncomfortable at any time, in any way, for any reason, don't go or leave the meeting



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Child Drug Exploitation

'County Lines' refers to when drug dealers move out into smaller towns to take over the drug market. They use a mixture of tactics to push out local drug dealers. Often the main dealers do not come to the town, they use other people as intermediaries or recruiters.

When the gang want a base, they can take over the home of a drug user or a vulnerable person, this is known as cuckooing.

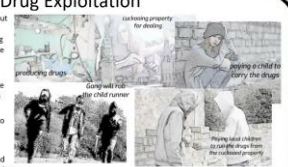
They tend to target children and young people who are vulnerable.

The gangs use phone to make deals.

The gangs also use social media to first impress and then pressure / blackmail children and young people.

Later on, the children are often the victims of a fake crime. They are then told they have to repay the cost of the drugs. This is done to make them in debt to the gang, so they have to continue to work for them.

Child Drug Exploitation puts young people in danger. Who can someone, who is involved and needs help, tell about what is happening?



Child Drug Exploitation

The film for Child Drug Exploitation tells the story through the eyes of a vulnerable young person, the gang's recruiter, and the Nan of the boy. Remind the group of the meanings of County Lines, Cuckooing, vulnerability, and the techniques of pressures and blackmail.

From his story, the recruiter was himself targeted as a child, and the consequences were very serious, including:

- Someone being stabbed
- The Police being involved
- Having to go into hiding
- His family moving him out of the area
- The loss of opportunities from playing for Spurs at the youth level
- He became a recruiter for the gang
- He tells us that the gang has ways to force children to continue helping them

Child Drug Exploitation puts young people in danger.

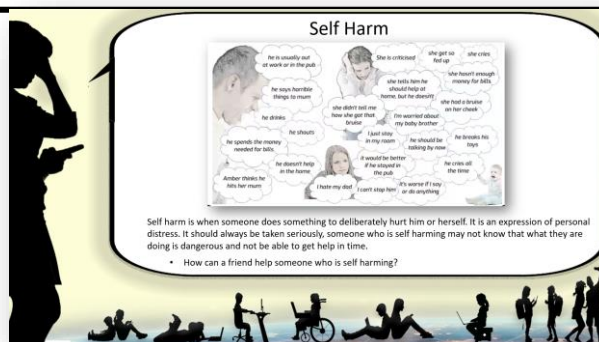
Who can someone, who is involved and needs help, tell about what is happening? Ideas such as:

- If they are injured, seek medical help and tell a doctor or a nurse the truth about the injuries
- Tell the Police, so no one else gets hurt by whoever did it
- Tell a family member, that the young person loves and trusts
- Contact Social and Healthcare, there are social workers whose job is to help young people move away from crime
- Tell the teacher or a school staff member, schools have systems and links with services to help pupils in difficulty
- Have faith in yourself, enough to admit to yourself that you have made a mistake. It is the first step to getting help.



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Interactive safeguarding sessions - cyber safety



The graphic is a worksheet titled "Self Harm" with a silhouette of a person thinking on the left. It features a central diagram with various speech bubbles containing examples of self-harm, such as "He is usually not at work or at the pub", "She is confused", "She hasn't enough money for bills", "He says horrible things to me", "She tells him he should help or better her herself", "He hasn't a brother", "He doesn't tell me how she got the bracelet", "I've worried about my baby brother", "He drinks", "I don't know why she does it", "He should be taking by now", "He hasn't a trace", "He spends the money needed for bills", "I would be better if she moved on the path", "He calls all the time", "Another child has told her mum", "I hate my dad", "It's worse if any of us anything". Below the diagram is a definition: "Self harm is when someone does something to deliberately hurt him or herself. It is an expression of personal distress. It should always be taken seriously, someone who is self harming may not know that what they are doing is dangerous and not be able to get help in time." At the bottom, a question is posed: "How can a friend help someone who is self harming?"

Self Harm

This is a difficult topic and we know from national/local statistics that it is prevalent in primary and secondary schools.

Remind the group of the many reasons why a person might self harm, ideas such as:

- It may be that to escape from something that is happening to them
- They may find hurting themselves makes them feel less tense and stressed
- They may do it to feel physical pain to distract themselves because their emotions are painful
- They may be feeling angry
- They may do it to get noticed and to get someone to care for them
- They may do it to make someone else feel guilty

It is still very important to convey understanding and sympathy about self harm. It is highly likely that there are at least one or two young people listening to this, who are themselves self harming.

Refer the group to the self harm worksheet. How can a friend help someone who is being self harming? Ideas such as:

- Just being there, listening and giving support
- Encourage your friend to get help, offer to go with them, or tell someone they want to know
- Get information from telephone help lines, websites, a library, to help you understand what your friend is experiencing
- Be open and honest, if you are worried about your friend's safety, say so and that you are going to get help because you care
- Tell an adult: your teacher, your parents, the school nurse, a counsellor, social worker, the police
- You will want to help, but sometimes you won't be able to, your friend may need professional help
- Your friendship may be changed by this, it doesn't mean you have done something wrong or not done enough
- Your friend might be angry or say you don't understand. Don't take this personally, they are hurting and need help
- It helps more than you know, to listen, to talk to, and to support your friend



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Image Based Sexual Abuse

It is illegal to take a sexually explicit picture / film of anyone (naked or acting sexually), who is under 18 years, with or without their consent.
It is also illegal to take 'naked selfies' if the person is under 18 years, even if they do not intend to share them, and only intend to keep them on their phone.
The sharing of explicit images via text or posted online, of anyone or couples, under 18 years, is a serious crime.



The teacher is clear that Sarah is a victim
"She is very upset and tricked by a boy in her year into sending inappropriate pictures of herself to him. We know Sarah would not have done this without being tricked. This boy has taken advantage of her and put the pictures on social media, and other pupils have seen them and forwarded them. I have explained to Sarah that she has been made a victim in what has happened!"

People can never be judged to have given consent if:

- They are too young.
- They do not understand.
- They are asleep.
- They are drunk or on drugs.
- They do not know what someone is doing.

Who else can be victimised in such a way?

- What is consent?
- Someone cannot give consent if _____?




Image Based Sexual Abuse

This is such a complicated topic. Teenagers are developing physically, intellectually, socially, and emotionally. It is a developmental imperative to want to try new things, to copy your friends, to push boundaries, and to challenge authority. Young people need help, they don't always recognise that they need help and they don't always accept the advice they are given. Remind the group about the ideas they discussed with regard to consent.

What is consent? Ideas such as: consent is that people agree to something, could be an idea, a plan, and action.

In order to give consent, a person must:

- Understand what is happening in the situation
- Understand what is being talked about/asked of them
- Be able to understand the motives of others
- Be able to judge the likely good and bad consequences of doing what has been asked

Anyone is allowed to change their mind after giving consent. This could be five minutes later, days later or longer.

Consent is about agreement, so if one person changes their mind, the other person must listen. If they say no, then what is planned/happening must stop.

People can never be judged to have given consent if:

- They are too young under 16 years
- They do not understand
- They are asleep
- They are drunk or on drugs
- They do not know what someone is doing



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Hate Crime

Hate crime is when a person demonstrates hostility to another or to a group, based on race, religion, disability, sexual orientation or transgender identity. If you believe something is a hate crime incident, it should be recorded as that, by the person to who you have reported what has happened. Hate incidents become a criminal offence, when what has happened breaks the law.

Hate crime can be: assaults, criminal damage, harassment, murder, sexual assault, theft, fraud, burglary, hate mail, all causing harassment, alarm or distress.

You can report a hate incident or crime to the police, including if it wasn't directed at you. Many hate crimes start as smaller incidents, which may escalate into more serious or more frequent attacks.

- How can you safely be an Upstander, when you have witnessed a hate incident or hate crime.

When has Milan been targeted?

- He has been harassed, with shouts in the street.
- Messages on his phone during his history lesson.
- Messages on his phone at breaktimes.
- Messages on his phone at lunchtime.
- When he sees the damage to the shop on the gas burns.

How has Milan been targeted?

- The abuse and threats have gone on all day.
- He can't ignore them because they appear on his phone.
- He doesn't know who is sending them.
- There are threats to him and his family.
- He has been harassed, by his work partner off.
- He has had his football boots stolen.
- The services of his father's shop has been smeared.
- He thinks that his dad has had people stolen and he has been racially abused.
- He mum and his sisters are crying and frightened.
- The police have arrived, now everyone knows.

Hate Crime

This is a topic which can divide the group. Some young people will be from homes where they and their family have been the targets of hate crime. They will have been hurt by this. Other young people will be from homes where they have heard family members displaying hostility to others on the basis of race or religion or sexual orientation. The session is aimed to put forward the idea that without people who will stand up to hate, we are all more likely to be victims. We need to stand up together.

This is difficult for young people. As noted on the slide, what might be small incidents, may escalate into more serious or more frequent attacks. It is important to help the group to understand the potential dangers of hate crime to victims and people around them. In so doing, young people need help to realise that they should choose non-violent safe ways to stand up to hate. The concept of an Upstander was taught in the session. At this point in the project, when thinking about a crime, reminding the group of safe ways to be an Upstander is a priority.

Remind the group about the definition of an Upstander. An Upstander is someone who speaks or acts in support of someone or a cause. They do something.

It is hard to be an Upstander when an incident or crime is happening. It may be the person displaying hate has friends there, or is more powerful, or there is an audience of people doing nothing (bystanders). The group needs to understand that they should only speak up if it is safe to do so, or they can witness the incident and report it. The idea is to do something in a safe way and be part of a solution for the victim.

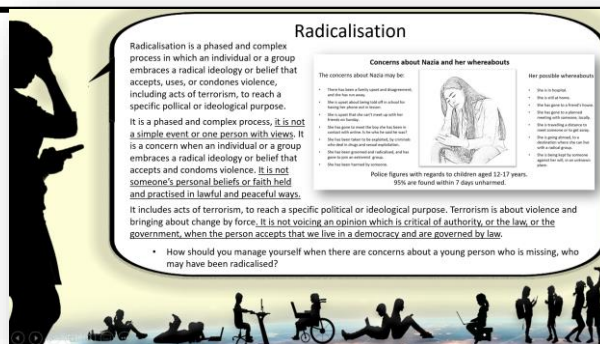
Refer the group to the Hate Crime worksheet, and ask them to list ways in which a young person can safely be an Upstander about a hate incident or hate crime. Ideas such as:

- If you hear hate speech, tell the teacher or your parent about it
- If you see a hate incident, you could report it to school staff or the Police
- If you feel someone is afraid of hate speech or behaviour, tell them you see that they are afraid and you want to help
- If you know the person displaying hate, report who they are to school staff or the Police
- Never confront hate speech or an incident directly, it could get out of control and you could be hurt too



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Radicalisation

Radicalisation is a phased and complex process in which an individual or a group embraces a radical ideology or belief that accepts, uses, or condones violence, including acts of terrorism, to reach a specific political or ideological purpose.

It is a phased and complex process, **it is not a simple event or one person with views.** It is a concern when an individual or a group embraces a radical ideology or belief that accepts and condones violence. **It is not someone's personal beliefs or faith held and practised in lawful and peaceful ways.**

It includes acts of terrorism, to reach a specific political or ideological purpose. Terrorism is about violence and bringing about change by force. **It is not voicing an opinion which is critical of authority, or the law, or the government, when the person accepts that we live in a democracy and are governed by law.**

- How should you manage yourself when there are concerns about a young person who is missing, who may have been radicalised?

Concerns about Nadia and her whereabouts

The concerns about Nadia may be:

- She has been absent from school and college.
- She has been absent from home.
- She has been absent from her usual places of interest.
- She has been absent from her usual places of interest.
- She has been absent from her usual places of interest.
- She has been absent from her usual places of interest.
- She has been absent from her usual places of interest.
- She has been absent from her usual places of interest.

Her possible whereabouts:

- She is in trouble.
- She is in trouble.
- She has gone to school/college.
- She has gone to school/college.
- She has gone to school/college.
- She has gone to school/college.
- She has gone to school/college.
- She has gone to school/college.

Police figures with regards to children aged 12-17 years. 95% are found within 7 days unharmed.

Radicalisation

When the news carries reports of terrorism, damage caused, wars and the fate of victims, young people will be affected by these images. The news on television and social media is continuous. It is important not to trigger alarm nor to fuel prejudice. We know some young people are groomed and radicalised online. The aim of this session is to highlight concerns about missing children, for some of whom, that they may have been radicalised is a very real fear.

When children go missing, it is a priority to help the other children to know what they can do to help at an extraordinarily anxious time. Refer the group to the Radicalisation worksheet and ask them to rehearse how they should manage themselves when there are concerns about a young person being missing, and possibly radicalised. Ideas such as:

- If you know anything, tell the staff who will tell the Police
- Even if you are not sure about saying something, tell the staff and the Police.
- Never pass on rumours or gossip to other pupils, tell the staff
- Support friends of the missing pupil with a smile or a card, never join in the blame talk
- Manage yourself in a calm and appropriate way
- Do not act in ways which could put you at risk



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Relationships

People who can help you with relationship issues?

- Family members
- Friends
- A trusted teacher
- The school nurse
- Your Family Doctor
- Samaritans
- Childline
- Oxfordshire Sexual Abuse, Rape Crisis, Centre helpline

Do you have any concerns?

What should relationships be based on?

- Mutual respect
- Mutual trust and acceptance
- Feeling safe to be who you are.

Relationships

School is much more than a place where young people learn. It is a place where they are separate from the family and home, and learn to establish themselves as the next generation. As they get older, they become part of many different social groups in school, in community clubs, and sporting activities. Young people are learning social skills, learning who they are, and how to get on with one another. The young people they meet socially are their future: neighbours/community, friends, workmates, and partners in life.

In adolescence, many begin to think about and make special relationships. This session was aimed at helping them think about when these do not turn out well, and what they can do to manage situations.

This session has accompanying separate guidance notes. Copies of these should be given to the group.

The worksheet is a list of sources of help.

Ask the group to consider how the school might support young people who feel that they are in a controlling or coercive relationship? Ideas such as:

- Including sessions in lessons which feature: relationships; ideas about consent; red flags
- Clarifying to pupils that the school counsellor, nurse, psychologist, are there to help
- Displaying posters which highlight the problem and signpost where young people can get help
- Having a confidential reporting system for young people to ask for help
- Including books, films, and resources which inform and advise, in the library