

Useful Information

Responding to disclosures

It can be very hard for children and young people to reveal abuse. Often they fear there may be consequences. Some delay telling someone about abuse for a long time, while others never tell anyone, even if they want to.

Children value being believed and, as the adult they have chosen to tell, it's vital that you act on what you've been told. Whenever possible try to encourage students to see the Safeguarding team.

When a student discloses information ensure that you;

- Listen and keep calm
- Believe – take it seriously
- Reassure
- Allow the child to tell as much as they want to
- Ask only OPEN questions
- Don't promise to keep it secret
- Don't gossip about it
- Explain what you are going to do next
- Use TED – Tell, explain, describe
- Record and report asap using the child's words
- Don't jump to conclusions or make judgements
- Don't interrupt
- Don't overreact
- Don't say it will be ok
- Don't investigate or take written statements

If you have access to CPOMS you must record your concerns on this using the cause for concern category and ensure that you alert your safeguarding team to the incident. If you don't have access to CPOMS please inform a member of the safeguarding team immediately. If they are not available tell a senior member of staff.

CONTEXTUAL SAFEGUARDING

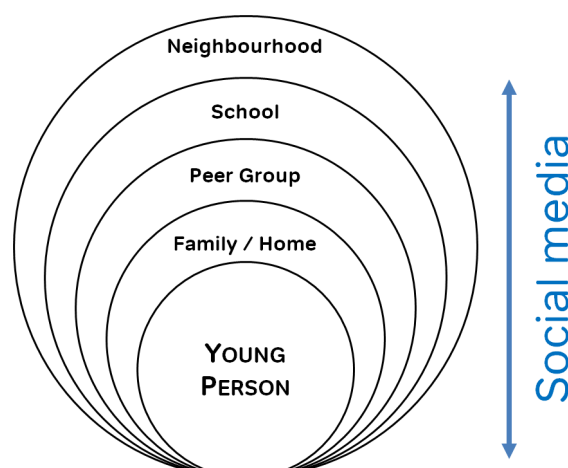
You may have noticed that the term, Contextual Safeguarding is becoming more widely used, our Safeguarding Essentials course now contains information on this topic but I thought that it would be useful to provide some more information on this for you.

WHAT IS CONTEXTUAL SAFEGUARDING?

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. Traditional approaches to protecting children/young people from harm have focussed on the risk of violence and abuse from inside the home, usually from a parent/carer or other trusted adult and don't always address the time that children/young people spend outside the home and the influence of peers on young people's development and safety.

Contextual safeguarding recognises the impact of the public/social context on young people's lives, and consequently their safety. Contextual safeguarding seeks to identify and respond to harm and abuse posed to young people outside their home, either from adults or other young people. It's an approach that looks at how interventions can change the processes and environments, to make them safer for all young people, as opposed to focussing on an individual.

Contextual Safeguarding can be simply illustrated as:



Language

Young people have always had their own language. It is difficult to safeguard students when we don't understand what they are saying.

It is important that we share our knowledge of the words students use, and their meanings, as these change frequently especially when young people have noticed that you understand what they are saying .

Please pass on any slang words and their meanings to your safeguarding teams, please do not assume that they already know these.

Slang from across the UK:

- **Wagwan** - what's going on
- **Gyaldem** - group of girls
- **Skeng** - a knife
- **Showa** - something good
- **Shan** - unfair
- **Peng** - looking good
- **But** - mate
- **420** - Cannabis
- **Catch** - hanging out
- **Ends** - area or neighbourhood
- **Owned** - to be made a fool of
- **Sket**– slag - promiscuous
- **Standard** - goes without saying.
- **Teething** - stealing
- **Boujie** - snooty-snobby
- **Allow it** - leave it.
- **Cheddar** - money
- **YOLO** - You only live once
- **Thirsty** - trying to get attention
- **Skurt** - go away
- **CU46** - See you for sex
- **NIFOC** - Naked in front of the computer
- **Crunk** - Getting high and drunk at the same time

IMPORTANCE OF CONTEXT

As children move from early childhood and into adolescence they spend increasing amounts of time socialising independently of their families. During this time the nature of young people's schools and neighbourhoods, and the relationships that they form in these settings, inform the extent to which they encounter protection or abuse. Evidence shows that, for example: from robbery on public transport, sexual violence in parks and gang- related violence on streets, through to online bullying and harassment from school-based peers and abuse within their intimate relationships, young people encounter significant harm in a range of settings beyond their families.

PEER RELATIONSHIPS

Research also tells us that Peer relationships are increasingly influential during adolescence, setting social norms which inform young people's experiences, behaviours and choices and determine peer status. These relationships are, in turn, shaped by, and shape, the school, neighbourhood and online contexts in which they develop. So if young people socialise in safe and protective schools and community settings they will be supported to form safe and protective peer relationships. However, if they form friendships in contexts characterised by violence and/or harmful attitudes these relationships too may be anti-social, unsafe or promote problematic social norms as a means of navigating, or surviving in, those spaces

AREAS OF RISK

Contextual Safeguarding is applicable to a wide range of risks which can potentially cause significant harm to children and young people where the prime cause of harm is outside of the family. This list isn't exhaustive but includes:

- peer on peer and relationship abuse
- criminal/ sexual exploitation/ online abuse
- missing episodes
- risks associated with gangs
- risks associated with radicalisation
- safeguarding risks in public spaces
trafficking and modern slavery

For any concerns or questions that you may have regarding any of the information contained in this newsletter please contact a member of your Safeguarding Team