



# Abuse, Violence

and PSHE Education

Professionals' Pack

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# Introduction

This pack aims to support education providers to deliver quality PSHE education around abuse and violence through identifying the curriculum links within the PSHE Associations' Spiral Curriculum and the Department for Education's statutory guidance and developing staff's confidence and competence on the subject matter to support them to facilitate PSHE education on this topic within their own setting.

The Department for Education's statutory guidance states that:

- Pupils can also put knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.
- Schools should show flexibility to respond to local public health and community issues to meet the needs of pupils
- Should be addressed sensitively and clearly

Children and young people need to be taught to manage risks, make safer choices and recognise when pressure from others threatens their personal safety and wellbeing.



# Safe Learning Environment

A safe learning environment enables children and young people to feel comfortable to share their ideas without attracting negative feedback. It avoids possible distress and prevents disclosures in a public setting and enables professionals to manage conversations on sensitive issues confidently.

We have created a guidance document to support professionals to create this safe in their own setting.



## **No. 01 – Ground Rules**

Create in collaboration with the group . As the facilitator role model the agreed ground rules.



## **No. 02 – Collaborate with DSL**

Let them know when the session is being delivered to ensure the correct support is in place should any disclosures be made.



## **No. 03 – Staff Confidence**

Check Staff confidence levels. If anyone is in panic zone it is not safe or appropriate for them or the participants to teach on the topic. This pack should help professionals to move from panic zone to learning or comfort zone



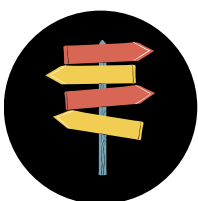
## **No. 04 Learning Techniques**

Use scenarios and stories to help participants engage with the topic. Refer to the third person rather than you e.g. what could this character do?, or people of about your age....



## **No. 05 – Difficult Questions**

Questions are an important part of learning. Sometimes a child or young person will ask a difficult question. As with all questions the first thing is to value the question whilst either allowing time to consider an appropriate answer or to deflect an inappropriate question.



## **No. 06 – Signposting**

It is absolutely essential, that included in the lesson, is information about different organisations and people that can provide support both within the organisation and outside of it.

A more detailed version of this page is available by emailing either Natalie or Ellie

# Best Practice Principles

## Do not use scare/fear or guilt tactics

It is a common misconception that if a child or young person is shocked or scared by what they see in images, videos used in sessions, they will avoid the behaviour in the future.

Whilst young people will often say that they like 'hard-hitting' material and that it engages them more effectively, in fact when experienced in a safe setting (in this case a classroom or youth space), shocking images become exciting (in a similar way to watching a horror film or riding a rollercoaster) and this excitement response can block the desired learning. Equally, for anyone who has previously been affected by something similar, it can re-traumatise them or they can block the message as it is too close for comfort, which again prevents the intended learning. It also presents a scenario which is more likely to make young people think 'that won't ever happen to me' than the desired 'that could be me' response.

The adolescent brain is still developing which means that the perception of messaging and how they react to them is different to our experiences as adults. Furthermore, because their brains are still developing, they often live "in the moment;" when an unhealthy situation arises, they'll make decisions based on what they're feeling then and there, instead of making a reasoned, logical decision.

The pre-frontal cortex or critical thinking/reasoning part of the brain is the last section to develop.

You can find out more about the teenage brain [here](#).

Young people should be informed of risks in a balance and measured way through an approach that supports them to make informed, healthy, safe decisions and empower them to believe they can act on "good choices."

### Top Tips:

- Evidence shows that shock and scare tactics just don't work.
- Check resources (including external agencies) for images or scenes that might be shocking, harrowing or scary for the age group – remember that children and young people will have a much lower threshold for what might worry them.
- Remember the purpose of the session is to educate not entertain. Just because young people might watch scary films in their own time, does not mean using similar films within PSHE Education will promote learning.
- Make sure there is a range of examples, case studies and consequences, most of which do not focus on the most dramatic or extreme outcomes.

# Best Practice Principles

## Knowledge, Skills and Values

Topics explored in PSHE education, relate directly to a child's or young person's life, when they might find themselves in a tricky situation or "crunch" moment – and need to make a quick decision; for example, a child who is dared to run across the road by their friends, or a teenager who is being pressured to start a fire. They will need to recall learning from PSHE education at that moment to help them make a decision.

They will, of course, require knowledge e.g., of the legality (or not) of their actions. However, in order to make a safe decision in the moment, they will also need skills to negotiate with their peers to resist pressure from others, to exit the situation (if they choose to) and access appropriate help or support if necessary. They will need a strong sense of their own values, to make the right decision and the confidence to stick to it.

Knowledge on its own won't necessarily stop someone from trying things. In many cases young people end up in situations where they know what they are doing is "wrong", but they do it anyway, as they lack the essential skills or attributes to help them effectively manage the situation.

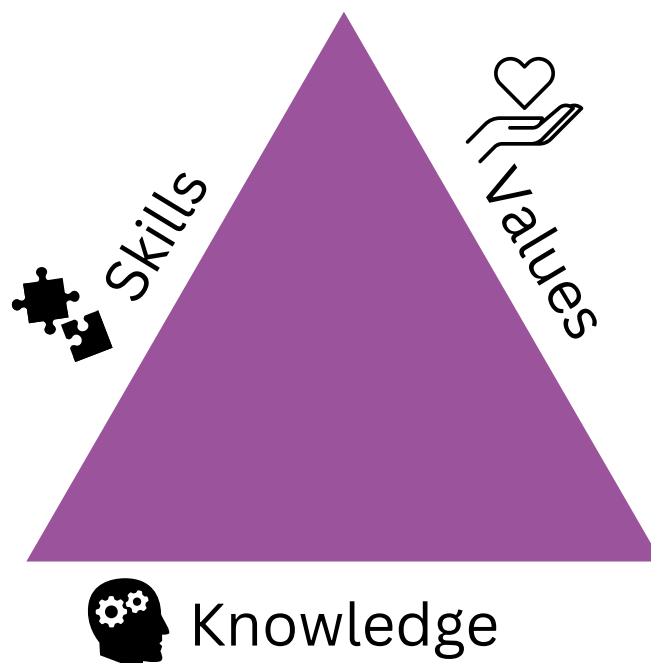
To ensure that sessions are balanced it is important to know the purpose of the activity and create a balanced session that increases or enables reflection on knowledge, skills and values.

The definition of each of these is:

**Knowledge:** gaining new information on a topic

**Skills:** gaining new skills on a topic

**Values:** reflecting on, and potentially altering, your own values in relation to a topic





# Trauma Informed Approach

## Being Trauma-Informed

It is important to be aware of the risks of educative interventions, if not delivered carefully. PSHE resources – when used with children and young people who have been affected by the topic being covered – can re-traumatise children and young people or induce vicarious trauma – this is defined as the feelings of trauma experienced by a third party when witnessing or engaging with the harm or trauma of another (Eaton, 2017).



The National Youth Agency provides a free e-learning course to help professionals gain a greater understanding of trauma and how it affects mental and emotional wellbeing. The module provides tools and reflection space for professionals to enable them to better support young people in this area.

You can access the course [here](#) – you will need to create a Youth Work One account to be able to access the course.

## Top Tips

- Do not use resources that include graphic images, victim blaming or scenes of abuse.
- Ensure that the work is part of a planned, sequential curriculum that builds on prior knowledge.
- Work with your pastoral team to understand if there is anyone who could be affected by this scheme of work. Ask the individuals if they want to be included in the class or if they would prefer to do some other work - explain there will be no explanation given to their absence.
- Use resources only within class-sized groups and not within assemblies.
- Ensure that a trigger/content warning is given beforehand.
- Ensure there is plenty of time for class-based discussions and signposting and that children/young people do not move onto a different topic/lesson before having time to debrief.
- When exploring themes with the participants do not ask “what could x have done to not be a victim of...” or “what signs should they have spotted” this encourages victim-blaming and abuse is never the fault of the child or young person.
- Use distancing techniques - Avoid questions or activities which encourage students to consider their personal experiences, or ask them to put themselves in a particular situation. It is more appropriate to ask “how do you think x is feeling?” or “how would you feel if x was your friend?”. This helps to develop skills of emotional literacy and empathy. You could also ask young people to imagine the response of “a young person, about your age who goes to school around here”
- How can you make it easy for participants to leave the room and communicate this in advance?
- How will you ensure parents/carers have information about this scheme of work to support it within the home?
- You might want to consider a Disassociation Game to close the session. This is a quick, light-hearted, unrelated activity following the plenary on learning from the session. The purpose of this is to help students emotionally detach themselves from the content of the session before they leave.



# Tips for Communication

## Communication difficulties

Special provision should be put in place to support conversations with children, young people or adult learners who:

- have communication difficulties
- are too young
- are unable to communicate
- cannot or will not explain

You should refer to the child, young person or adult learner's behaviour plan and the information available from any assessments. This may include visual cues to help facilitate discussion, such as picture exchange communication cards.

Mencap has published further information on communicating with people with learning difficulties.

The National Autistic Society has also published tips to communicate more effectively with an autistic person.



The table below shows the learning opportunities from the relevant PSHE Association core themes which can be linked to abuse & violence.

## Primary

## PSHE Association

### Key Stage 1

R5.	That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried
R8.	Simple strategies to resolve arguments between friends positively
R10.	That bodies and feelings can be hurt by words and actions; that people can say hurtful things online
R12.	That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult
R16.	About how to respond if physical contact makes them feel uncomfortable or unsafe
R17.	About knowing there are situations when they should ask for permission and also when their permission should be sought
R18.	About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
R20.	What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
R21.	About what is kind and unkind behaviour, and how this can affect others
R25.	How to talk about and share their opinions on things that matter to them

## Key Stage 2

R9.	About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
R11.	What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships
R14.	That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
R17.	That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
R18.	To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary
R25.	Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
R26.	About seeking and giving permission (consent) in different situations
R27.	About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
R28.	How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
R30.	That personal behaviour can affect other people; to recognise and model respectful behaviour online

# SEND

## Key Stage 1-2

### SA2 – Kind and Unkind Behaviours

Encountering	<ul style="list-style-type: none"><li>• Respond with curiosity to stimuli about what anger is and what being angry feels like.</li><li>• Respond to stimuli about what feeling upset means.</li></ul>
Foundation	<ul style="list-style-type: none"><li>• Describe what feeling angry means.</li><li>• Describe what feeling upset means.</li><li>• Recognise that behaviour which hurts others' bodies or feelings is wrong.</li></ul>
Core	<ul style="list-style-type: none"><li>• Identify when people are being kind or unkind – either to us or to others.</li></ul>
Development	<ul style="list-style-type: none"><li>• Identify what teasing means and how people who are teased might feel.</li><li>• Give reasons why teasing or name-calling is not acceptable.</li><li>• Identify what we can do if others are excluding us or being unkind.</li></ul>
Enrichment	<ul style="list-style-type: none"><li>• Explain what is meant by hurtful behaviour and bullying (including verbal, physical and emotional, e.g. omission/exclusion).</li><li>• Recognise that this can happen online.</li></ul>
Enhancement	<ul style="list-style-type: none"><li>• Explain that all bullying is abusive and some can be prejudice-based (e.g. because of someone's skin colour, religion, the way they look, their disability or their family setting).</li><li>• Recognise that this is unacceptable behaviour and that a trusted adult needs to be told about it.</li></ul>

## SA5 - Getting on with Others

Foundation	<ul style="list-style-type: none"><li>• Describe times when we may feel unhappy with our friends or family members.</li><li>• Demonstrate positive ways we could let others know how we are feeling.</li></ul>
Core	<ul style="list-style-type: none"><li>• Describe ways in which friends, classmates, family members may disagree and 'fall out'</li></ul>
Enrichment	<ul style="list-style-type: none"><li>• Describe what it means to 'fall out' with friends or family.</li><li>• Identify what might make someone feel that they are in an unhappy or unhealthy friendship or relationship.</li></ul>
Enhancement	<ul style="list-style-type: none"><li>• Identify what we can say, do or whom we can tell if we are worried or unhappy in a friendship or relationship</li></ul>

## SSS3 - Trust

Encourtering	<ul style="list-style-type: none"><li>• Respond to stimuli about what we mean by keeping a secret and what we mean by a surprise.</li></ul>
Foundation	<ul style="list-style-type: none"><li>• Recognise what keeping something secret means.</li><li>• Identify someone who can help us if we are afraid or worried.</li></ul>
Core	<ul style="list-style-type: none"><li>• Identify the difference between a 'surprise' and a 'secret'.</li><li>• Recognise that people do not have to keep secrets; that it is important to tell or show someone if we are worried, afraid or sad.</li><li>• Demonstrate how to ask for help or attract someone's attention if something happens that makes us feel sad, worried or frightened</li></ul>
Development	<ul style="list-style-type: none"><li>• Explain that we should not keep any secret that makes us feel uncomfortable, afraid, worried or anxious, no matter who asks us.</li><li>• Explain when and why to ask an adult for help if we're asked to share information or keep a secret</li></ul>

## CG3 - Dealing with Touch

Core	<ul style="list-style-type: none"><li>• Explain that our bodies belong to us and that we have a right to feel safe.</li><li>• Recognise the need to respect other people's bodies and to ask for permission before we touch them.</li><li>• Explain when and why physical contact may be inappropriate (e.g. it causes us to feel upset, hurts us, we feel uncomfortable about it).</li></ul>
Development	<ul style="list-style-type: none"><li>• Describe different types of physical contact; explain how to differentiate between acceptable and unacceptable, comfortable and uncomfortable necessary and unnecessary physical contact.</li><li>• Describe or demonstrate how to respond to unwanted physical contact; how to let someone know we don't like it or want it. Identify trusted adults we can tell.</li></ul>
Enrichment	<ul style="list-style-type: none"><li>• Explain that we have the right to protect our bodies from inappropriate/ unwanted touching.</li><li>• Explain how we can respect other people's right to protect their bodies from inappropriate/ unwanted touching.</li><li>• Explain when and whom to tell if we are worried, and the importance of persisting in telling until we feel comfortable and safe.</li></ul>
Enhancement	<ul style="list-style-type: none"><li>• Identify someone we could safely go to for help if we are worried about ourselves or someone else.</li></ul>

## CG4 - Different Types of Relationships

Enhancement	<ul style="list-style-type: none"><li>• Explain the features of a healthy and positive friendship or family relationship.</li><li>• Identify whom to tell if something in our family life makes us unhappy or worried.</li></ul>
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# Secondary

## PSHE Association

### Key Stage 3

R37	the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others
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### Key Stage 4

R3	to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary
R19	about the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online
R28	to recognise when others are using manipulation, persuasion or coercion and how to respond
R29	the law relating to abuse in relationships, including coercive control and online harassment
R30	to recognise when a relationship is abusive and strategies to manage this
R31	the skills and strategies to respond to exploitation, bullying, harassment and control in relationships
R32	about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them



# SEND

## Key Stage 3-4

### SS2 - Feeling frightened/worried

Encountering	<ul style="list-style-type: none"><li>• Respond to stimuli about feeling frightened or worried.</li><li>• Respond to stimuli about how to keep our bodies safe (appropriate and inappropriate contact).</li><li>• Respond to adult modelling about ways to indicate to others that we need help.</li></ul>
Foundation	<ul style="list-style-type: none"><li>• Explain what being frightened or worried means.</li><li>• Demonstrate simple ways to communicate that we are frightened or worried.</li><li>• Describe in simple terms what it means to take care of our bodies and keep them safe.</li></ul>
Core	<ul style="list-style-type: none"><li>• Demonstrate some simple strategies we can use if we are feeling frightened or worried.</li><li>• Identify who is responsible for keeping us safe and explain the importance of helping to keep ourselves safe.</li><li>• Explain what unwanted physical contact means.</li><li>• Explain that we should always tell someone if anyone makes us feel worried or uncomfortable, whoever they are.</li><li>• Demonstrate simple ways of communicating to others that we need help.</li></ul>
Development	<ul style="list-style-type: none"><li>• Explain why no one has a right to make us feel frightened or uncomfortable and how to recognise harassment, including online.</li><li>• Explain what is meant by 'personal space'.</li><li>• Describe ways we can safely challenge unwanted physical contact and ask for help.</li><li>• Explain or demonstrate strategies for communicating that we need help in different situations.</li><li>• Give reasons why it might be necessary to keep telling trusted adults until we or someone in trouble gets the help needed.</li></ul>

Enrichment	<ul style="list-style-type: none"> <li>• Describe how it might feel when someone encroaches on our personal space.</li> <li>• Give examples of when it is or is not appropriate to be in someone else's 'personal space'.</li> <li>• Explain how feeling frightened, worried or uncomfortable is one of the ways we know that something is wrong.</li> <li>• Explain that some actions (e.g. assaulting someone and harassment) are crimes, and how to respond, including reporting to police.</li> <li>• Explain that removing or injuring female genitalia for non-medical reasons (Female Genital Mutilation/FGM) is wrong and illegal, even if adults think it is necessary</li> </ul>
Enhancement	<ul style="list-style-type: none"> <li>• Explain that someone we like may not always be trustworthy.</li> <li>• Demonstrate what we can say or do and whom we can tell if we are concerned about our own or someone else's personal safety.</li> <li>• Explain what we should say, do and whom to tell if we, or someone we know, fears that they will experience, or have already experienced FGM, and that it is never that person's fault.</li> </ul>

## SS2 – Public & Private

Encountering	<ul style="list-style-type: none"> <li>• Respond to stimuli about things that are public and things that are private.</li> </ul>
Foundation	<ul style="list-style-type: none"> <li>• Explain what is meant by private and what is meant by public. Identify some things that should be kept private, and some things that are okay to share with our special people, friends, or with everyone.</li> </ul>
Core	<ul style="list-style-type: none"> <li>• Explain that no one has the right to make us share a photo of ourselves, or give information about ourselves or others, online.</li> <li>• Identify reasons why being asked to share a photo of ourselves might not be a safe thing to do.</li> <li>• Explain why it is important to talk with a trusted adult before deciding whether to share a photo or personal information.</li> </ul>

Development	<ul style="list-style-type: none"><li>• Identify aspects of our lives that we may wish to keep private, even if others choose to share these things about themselves. Identify what is appropriate and inappropriate to share online. Identify trusted adults who can help us if someone tries to pressurise us online. Explain how to manage requests to share a photo, or information about ourselves or others online, including how to report.</li></ul>
Enrichment	<ul style="list-style-type: none"><li>• Describe specific ways of keeping ourselves safe online (e.g. secure passwords, never giving out personal details or passwords, not lending our mobile phone, covering our computer's camera when not in use). Recognise that sharing and/or viewing sexual images of anyone under 18 (including those created by anyone under 18) is against the law. Explain what could happen next (e.g. police involvement, parent/carer involvement, prosecution) and the impact on self and others</li></ul>
Enhancement	<ul style="list-style-type: none"><li>• Explain that there are online 'scams' (ways that people may try to trick us online); identify what some of these ways of deceiving people might be (e.g. phishing, fake email addresses). Explain and demonstrate how to ask for help and whom to go to if we have seen something upsetting or done something online that we are now worried about or regret.</li></ul>

# DfE Statutory Guidance:

By the end of Secondary pupils will know:

F7	how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
RR2	practical steps they can take in a range of different contexts to improve or support respectful relationships.
RR6	that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
RR7	what constitutes sexual harassment and sexual violence and why these are always unacceptable.
O2	about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
I1	the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
I6	that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
IS2	how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

R13	how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities
R19	to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online
R20	to recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships
R23	strategies to recognise, de-escalate and exit aggressive social situations

## NYA Youth Work Curriculum:

HR1	Offering relationship support and guidance to young people, including sex and relationship education, in settings and in a way chosen by young people
HR3	Modelling positive, respectful relationships and exploring the differences between healthy and unhealthy relationships
HR4	Helping young people to understand and negotiate the difference between online and offline worlds



# Useful Resources

Please check all resources are suitable for your settings and children before use

## Abuse & Violence

### Lesson Plans:

#### NSPCC It's Not OK - KS3

The lesson plans, films and accompanying activities cover what behaviour to look out for and how to respond to it.

#### PSHE Association & UK Home Office - Disrespect NoBody - KS2-5

These discussion guides and lesson plans support the Home Office Disrespect NoBody campaign, aimed at preventing abuse in teenage relationships. They're designed to help pupils understand and maintain healthy relationships, learn about consent and how to deal with controlling behaviour, violence and abuse.

#### Childnet - Step Up! Speak Up! Teaching Toolkit - KS3/4

Practical, scenario-based teaching resources to address the issue of online sexual harassment with 13-17 year olds.

#### NSPCC - Speak out, Stay safe - KS1/2

a safeguarding programme for primary schools to help children to identify abuse and sources of support.

There is also an adapted six week Speak out Stay safe programme for children with special educational needs and disabilities (SEND) and additional needs (ASN/ALN).

#### Bold Voices - KS3/4

Resources, including conversation starters, thought-provoking posters and lesson plans which can be downloaded from the website.

### Signposting for Young People

#### Violence - Is This OK? webpage

# DEVELOPING SUBJECT KNOWLEDGE



## ABUSE & VIOLENCE

*with thanks to...*

*Staffordshire Violence Reduction Alliance  
Staffordshire Police, Fire & Crime Commissioner's Office  
Stoke on Trent NSPCC Together for Childhood*



# Glossary of terms

We have compiled a glossary of terms related to abuse and violence.

<b>Abuse (verb)</b>	To insult, hurt, injure, rape or assault another person. Such behaviours may include, but are not limited to: physical abuse, emotional abuse, economic abuse and/or verbal abuse.
<b>Abuser</b>	A person who uses abusive tactics and behaviours to exert power and control over another person.
<b>Bullying</b>	Bullying is intentional behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone.
<b>Child Criminal Exploitation (CCE)</b>	Child criminal exploitation is abuse where children and young people are manipulated and coerced into committing crimes.
<b>Child Sexual Exploitation (CSE)</b>	Child sexual exploitation (CSE) is a type of <u>sexual abuse</u> . It happens when a child or young person is coerced, manipulated or deceived into sexual activity in exchange for things that they may need or want like gifts, drugs, money, status and affection.
<b>Contextual Safeguarding</b>	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.
<b>Coercive control</b>	Controlling behaviour that is designed to make a person dependent by isolating them from support, exploiting them, depriving them of independence and regulating their everyday behaviour. It can include assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.
<b>Cyberbullying</b>	Cyberbullying is bullying that takes place online.

<b>Domestic Abuse (DA)</b>	A term used to define physical, emotional, psychological, economic, tech, and/or sexual abuse from an intimate partner or between people who are personally connected.
<b>Economic Abuse</b>	Denying a person access to and control over basic resources. It includes the denial of funds, refusal to contribute financially, denial of food and basic needs, controlling access to health care, employment, running up debts without their knowledge or consent.
<b>Emotional/ Psychological Abuse</b>	When an abuser uses emotions, self esteem and/or a person's emotional state to establish and maintain power and control over them.
<b>Exploitation</b>	Exploitation involves being groomed, forced or coerced into doing something that you don't want to do for someone else's gain.
<b>Female Genital Mutilation (FGM)</b>	Female genital mutilation (FGM) comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons.
<b>Gangs</b>	A relatively durable, predominantly street-based group of young people who: 1. see themselves (and are seen by others) as a discernible group; 2. engage in criminal activity and violence; 3. lay claim over territory (not necessarily geographical but can include an illegal economy territory); 4. have some form of identifying structural feature; and 5. are in conflict with other gangs.
<b>Gaslighting</b>	A form of emotional or psychological abuse where an abuser misleads and manipulates someone else, creating a false narrative and making them question their judgments and reality.
<b>Gender based violence</b>	Any form of violence that is used as a policing mechanism of gender norms and relations and is intended to result in the subordination of women.

<b>Grooming</b>	When a person builds a relationship with a child, young person or an adult who is at risk, so they can abuse them and manipulate them into doing things
<b>Harassment</b>	
<b>Honour Based Abuse</b>	Abuse which is carried out to enforce the rules of various beliefs, cultures, values, and/or social norms.
<b>Isolation</b>	When one person seeks to keep another away from friends, family and social networks so they can establish and maintain power and control over a victim.
<b>Knife Crime</b>	A crime involving an object with a blade or sharp instrument.
<b>Neglect</b>	The persistent failure to meet a child's basic physical and psychological needs.
<b>Perpetrator</b>	A person carrying out a criminal act.
<b>Serious Violence</b>	Homicide, knife crime and gun crime, and areas of criminality where serious violence or its threat is inherent, such as in county lines drug dealing, and other forms of serious assault.
<b>Sexual Abuse</b>	When someone is forced, pressured or tricked into taking part in any kind of sexual activity with another person. It could happen online or in person, and it can happen to anyone.
<b>Sexual Assault</b>	Any unwanted sexual activity forced on one person by another.
<b>Stalking</b>	When one person pursues, follows or harasses another person against their wishes.
<b>Survivor</b>	A term used to describe a person who was or is being abused or harmed by another person.

<b>Technology Assisted Abuse</b>	A form of abuse whereby digital technology and devices are deliberately used to control, coerce, threaten, or harm another person.
<b>Trauma</b>	The lasting emotional response that often results from living through a distressing event.
<b>Trauma Informed Practice</b>	An approach to health and care interventions which is grounded in the understanding that trauma exposure can impact an individual's neurological, biological, psychological and social development.
<b>Violence Against Women &amp; Girls (VAWG)</b>	Acts of violence or abuse that we know disproportionately affect women and girls.
<b>Verbal Abuse</b>	When an abuser uses words to establish and maintain power and control over a partner.
<b>Victim</b>	A person who has suffered harm, including physical, mental or emotional harm, or economic loss which was directly caused by a criminal offence and a close relative (or a nominated family spokesperson) of a person whose death was directly caused by a criminal offence.
<b>Violence</b>	Covers a variety of offences – ranging from common assault to murder. It also encompasses the use of weapons such as firearms, knives and corrosive substances like acid.

## Importance of Language

It is essential that the language we use is founded on strong principles of respect, understanding of the context in which abuse, and exploitation happened and isn't victim blaming.

The [Barnardo's Language Matters: Use of language in child sexual abuse & exploitation practice - 2022 Review](#) provides useful information for professional's working with children and young people in relation to child exploitation and abuse.

# Child Abuse

Child abuse is when anyone who is under the age of 18 is being either intentionally harmed, or not looked after properly.

Abuse can be by an adult, or by another child. It may happen over a long period of time, or be a "one off".

There isn't a legal definition of child abuse, but there are laws in place to protect children and adults who suffered abuse in childhood.

The four main types of abuse are:

- Neglect
- Physical Abuse
- Emotional Abuse
- Sexual Abuse

The [NSPCC "Definitions and signs of child abuse" factsheet](#) sets out the different types of abuse and describes potential signs that a child is being abused.



Click [here](#) to watch "Child protection: an introduction - The signs and indicators of abuse by NSPCC Learning"

The NSPCC [report](#) the following;

An average of  
**62**  
children a day

are referred to agencies to investigate for abuse or neglect

Over  
**66%**  
of cases referred

to children services and the police were made about children aged nine and under

We estimate  
**7**  
children

in a classroom experience abuse before they turn 18

# Child on Child Abuse

The Safeguarding Network have adapted the following definition of Child on Child Abuse from Keeping Children Safe in Education:

**Inappropriate behaviours between children and young people that are abusive in nature including physical, sexual, or emotional abuse, exploitation, sexual harassment, all forms of bullying, coercive control, hazing/initiation rituals, both on and offline (including that which is within intimate personal relationships).**

Everyone should be aware that children can abuse other children. Child-on-child abuse can happen both inside and outside of a setting, face-to-face and online. Organisations working with children play an important role in preventing and responding to child-on-child abuse. As with any form of abuse, child-on-child abuse can result in significant, long-lasting trauma, isolation, physical harm, poor mental health, a child missing education, and poor outcomes.



**How do you create a healthy, safe environment in your setting which is based on equality and informed choice which allows children and young people to know their rights and responsibilities, what to do if they are unhappy with something and what it means to freely give informed consent?**

Child-on-child abuse is harmful to both the child displaying the behaviour and the child affected. Children or young people who harm others may have additional or complex needs (e.g. significant disruption in their lives, exposure to domestic abuse, witnessing or suffering abuse, or being involved in crime).

Understanding the power dynamics that can exist between children and young people is very important in helping to identify and respond to child-on-child abuse. Child-on-child abuse often involves a power imbalance and this may be due to factors such as age, ability or status (social or economic).

# Bullying

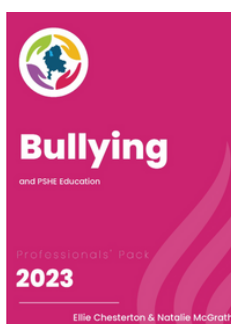
Bullying is described as “the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power” and can be physical, verbal or psychological.

**A quarter of primary-aged children (parent-report), and around a fifth of secondary-aged young people (self-report) children reported having been bullied in the previous 12 months. (State of the Nation, 2022)**

Locally, SCVYS produced the Young people’s perceptions of violence in Staffordshire & Stoke-on-Trent report in 2023 which cited bullying as a main reason for carrying weapons.

Cyberbullying is bullying that takes place online. Unlike bullying offline, online bullying can follow the child wherever they go, via social networks, gaming and mobile phone. A person can be bullied online and offline at the same time. The NSPCC state that Cyberbullying can include:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- shaming someone online
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- sending explicit messages, also known as sexting
- pressuring children into sending sexual images or engaging in sexual conversations.



The “Bullying & PSHE” Professional’s Guide as well as resources to use with children and young people are available to access in the Resource Library on [www.pshestaffs.com](http://www.pshestaffs.com). [Log in](#) or [sign up](#).



# Online Abuse

Online abuse is any type of abuse that happens on the internet i.e cyberbullying, grooming, sexual abuse. It can happen across any device that's connected to the web, like computers, tablets and mobile phones. And it can happen anywhere online, including:



A child or young person experiencing abuse online might:

- spend a lot more or a lot less time than usual online, texting, gaming or using social media
- seem distant, upset or angry after using the internet or texting
- be secretive about who they're talking to and what they're doing online or on their mobile phone
- have lots of new phone numbers, texts or email addresses on their mobile phone, laptop or tablet.

Any child who uses the internet can be at risk of online abuse. It's important to be aware of the risks and talk to children and young people about staying safe online.

- [Online safety advice](#) - NSPCC tools and advice
- [ThinkUKnow](#) - A website from National Crime Agency's CEOP Command about keeping children and young people safe on the internet.
- [UK Safer Internet Centre](#) - Promoting the safe and responsible use of technology for young people.
- [Internet Matters](#) - A site to help empower parents and carers to keep children safe in a digital world.

# Healthy Relationships

Understanding the difference between healthy and unhealthy relationships is key in supporting children and young people to identify features of healthy/unhealthy relationships, establish boundaries, promote communication, empathy, resolve conflict, encourage equality and break the cycle of abuse. Children and young people should learn that respect for both themselves and others is a key characteristic of healthy relationships. In contrast, an example of an unhealthy relationship is when one partner tries to exert control and power over the other physically, sexually, and/or emotionally.

SOME EXAMPLES OF HEALTHY RELATIONSHIPS INCLUDE...	SOME EXAMPLES OF UNHEALTHY RELATIONSHIPS INCLUDE...
<b>Mutual respect</b>	<b>Power imbalance</b>
<b>Trust</b>	<b>Control</b>
<b>Honesty</b>	<b>Fear or Intimidation</b>
<b>Good communication</b>	<b>Dependence</b>
<b>Problem solving</b>	<b>Physical violence</b>
<b>Understanding</b>	<b>Sexual violence</b>
<b>Healthy sexual relationship</b>	<b>Disrespect</b>

# Domestic Abuse

Women's Aid define Domestic Abuse as;

**“an incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour, including sexual violence, in the majority of cases by a partner or ex-partner, but also by a family member or carer. It is very common. In the vast majority of cases it is experienced by women and is perpetrated by men.”**

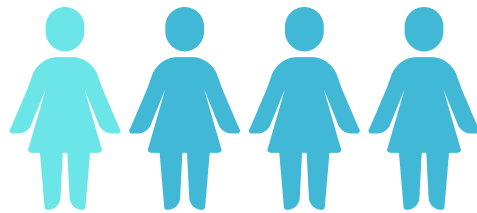
The Crime Survey for England and Wales estimated that 2.1 million people aged 16 years and over (1.4 million women and 751,000 men) experienced domestic abuse in the year ending March 2023.

Refuge report that:



Nationally, the police receive a domestic abuse-related call every 30 seconds.

Yet it is estimated that less than 24% of domestic abuse crime is reported to the police.



1 in 4 women in England and Wales will experience domestic abuse in her lifetime.

# 20%

20% of children in the UK have lived with an adult perpetrating domestic abuse.

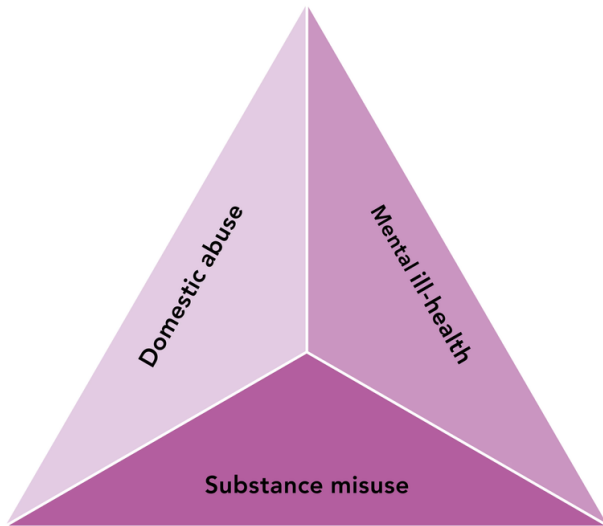
The Office for National Statistics figures show every year that one in the three victims of domestic abuse are male.

66% of the men who call the ManKind Initiative helpline have never spoken to anyone before about the abuse they are suffering and 64% would not have called if the helpline was not anonymous.



**How do you ensure you avoid gender biases in your PSHE?**

**One way is to use scenarios and case studies with gender neutral names and challenge any assumptions that children and young people may make about gender.**



You may be familiar with the term 'toxic trio', sometimes used to refer to the co-occurrence of parental domestic abuse, parental substance misuse and parental mental illness in a child or young person's life.

To some, the presence of this 'trio' may indicate that a child or young person is experiencing abuse or neglect.

Research and case reviews do identify parental domestic abuse, substance misuse and parental mental illness as three factors that are frequently present in the lives of many children who experience abuse or neglect. However, their families' lives are often a lot more complex than the term 'toxic trio' suggests. [Click here to read the blog "Why language matters: how 'toxic trio' is unhelpful and inaccurate" from the NPSCC.](#)

## Key Statistics about Domestic Abuse

- The Crime Survey for England and Wales year ending March 2022 estimated that 5.0% of adults aged 16 years and over (2.4 million) experienced domestic abuse in the last year.
- There was no significant change in the prevalence of domestic abuse experienced by adults aged 16 to 59 years in the last year compared with the year ending March 2020, a year largely unaffected by the coronavirus (COVID-19) pandemic and the last time the data were collected.
- The police recorded 1,500,369 domestic abuse-related incidents and crimes in England and Wales in the year ending March 2022; 910,980 of these were recorded as domestic abuse-related crimes.
- The number of domestic abuse-related crimes has continued to increase in recent years with the latest figure 7.7% higher than the year ending March 2021, and 14.1% higher than the year ending March 2020.
- As the survey showed no change when compared with before the coronavirus (COVID-19) pandemic, the increase in domestic abuse-related crimes recorded by the police may reflect increased reporting.

# Serious Violence

The Home Office National Strategy defines Serious Violence as;

**“Homicide, knife crime and gun crime, and areas of criminality where serious violence or its threat is inherent, such as in county lines drug dealing. And other forms of serious assault.”**

The Serious Violence Duty makes councils and local services work together to share information and target interventions to prevent and reduce serious violence.



Staffordshire & Stoke-on-Trent’s Violence Reduction Alliance (VRA) is a multi-agency partnership aiming to work together to strengthen the visibility, early identification and partnership response to prevent violence and its associated harms.

Overall crime rates within Staffordshire and Stoke-on-Trent are well below national and regional averages; however, to improve this position through early intervention and prevention, the Serious Violence Strategy was produced in 2020.

To fulfil one of the strategy’s key priorities, the VRA was formed in March 2021 and is made up of representatives from across the public and private sectors, charities and community groups. The VRA works in partnership with a broad range of agencies to understand the causes and consequences of violence, focusing on early intervention and prevention and informed by evidence and evaluation of interventions.

You can find out more information, including campaigns, projects and community engagement on their [website](#).

# Knife Crime

Knife crime is a crime involving an object with a blade or sharp instrument. Staffordshire Police have identified the following weapon types for identifying Knife Crime: Axe, Meat cleaver, Needle/Syringe, Knife/Dagger, Disguised knife, Sword/Bayonet, Machete, Nail, Razor, Crossbow, Scissors, Screwdriver, Stanley knife/blade, Dart, Hatchet, Dart and other sharp/pointed instrument.



The “Knife Crime & PSHE” Professional’s Guide as well as resources to use with children and young people are available to access in the Resource Library on [www.pshestaffs.com](http://www.pshestaffs.com). [Log in](#) or [sign up](#).

Through their [Ditch the Blade Campaign](#), Staffordshire Police highlight that; “More often than not, people carry knives or weapons because they think other people are and that the knife or weapon will provide protection. However, statistics show that 99 per cent of young people don’t carry knives and carrying a knife means you’re more likely to end up getting hurt.”

Carrying consequences can include:



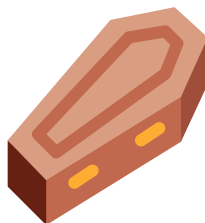
Being arrested – police can stop and search someone if they believe a weapon is being carried



A criminal record – this can stop you getting in to college, university, getting a job or travelling to countries like the USA or Australia



Prosecution – regardless of whether you say it was for your own protection or you were carrying it for someone else



Death – you could get seriously injured or even killed



Prison – sentences of up to four years are given for possession of a knife OR if you stab someone and they die then a life sentence means a lengthy custodial sentence.

# Exploitation

Children and young people who are exploited, groomed or involved with gangs need help and support. It is possible that they might be victims of violence or pressured into doing things like stealing or carrying drugs or weapons. They might be abused, exploited and put into dangerous situations.

## Child Sexual Exploitation (CSE)

Child sexual exploitation involves situations, contexts or relationships in which a person under 18 is given something, such as food, accommodation, drugs, alcohol, cigarettes, affection, gifts or money in return for performing sexual activities or having sexual activities performed on them. It can also involve violence, coercion and intimidation, with threats of physical harm or humiliation. ([The Metropolitan Police](#))

## Child Criminal Exploitation (CCE)

Criminal exploitation can take many forms, from making children and young people hold, hide or deliver drugs, money or weapons, to forcing children to steal, harm others or beg. Sometimes a child or young person can be exploited criminally and sexually at the same time. ([Barnardos](#))

## Child Financial Exploitation (CFE)

Children and young people can be financially exploited in a range of ways. While there are many positive aspects of online life, the emergence of internet banking, online gaming, technological advancements, and social media has created new spaces and opportunities for perpetrators to target and exploit children for financial gain. ([The Children's Society](#))

## Grooming

Grooming is when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them. Children and young people who are groomed can be sexually abused, exploited or trafficked. ([NSPCC](#))



Click on the video to watch "Can You Stop It?", a video from the Metropolitan Police to help professionals recognise the techniques perpetrators use to attract and then exploit their victims.

# Child Trafficking

Is This OK? a free, anonymous, and confidential service, bringing trained professionals together to provide support to young people defines Trafficking as;

*“when people are moved around to different countries or to a different part of their own country, and used for other people’s gain. People can be trafficked for lots of different things – for sexual exploitation, sexual slavery, forced labour (being made to work for free), forced marriage, or anything else where they have no rights, no choice, and someone else is benefiting from what they are doing instead of them”.*

Child trafficking and modern slavery are types of child abuse. Many children and young people are trafficked into the UK from other countries like Vietnam, Albania and Romania. Children are also trafficked around the UK.

[Click here for more information from the NSPCC including signs and effects of child trafficking.](#)

Any child is at risk of child trafficking.

Human trafficking happens due to:

inequalities between countries, such as different education or employment opportunities

poverty

the effects of war

the demand for cheap or free labour or a workforce who can be easily controlled and forced into criminal activity

low levels of education

lack of equal opportunities, discrimination or marginalisation.



# Violence Against Women & Girls

In June 2021, OFSTED issued their review of sexual abuse in schools and colleges paper and in July 2021, the government published their tackling violence against women and girls' (VAWG) strategy. Both papers recommended actions within PSHE education.

According to a Staffordshire and Stoke-on-Trent survey carried out in June 2021 by the Staffordshire and Stoke-on-Trent Violence Reduction Alliance:

**67% of women have been the victim of harassment or intimidation in a public place.**

VAWG is an unacceptable, preventable issue which affects millions across the country. The term VAWG is given to all forms of violence and abuse experienced disproportionately by women and girls or experienced by them because of their gender. The crimes of violence against women and girls are many and varied, they include:

- Rape
- Sexual Harassment
- Female Genital Mutilation (FGM)
- Forced Marriage
- Honour Based Abuse
- Domestic Abuse
- Digital Crimes: Cyber flashing, "Revenge" Porn
- Up-skirting

**PSHE and  
Discussing  
Violence against  
Women and Girls:  
Professional's  
Guide**



2022

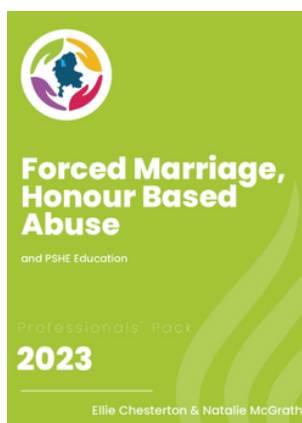
The "PSHE and Discussing VAWG" Professional's Guide as well as resources to use with children and young people are available to access in the Resource Library on [www.pshestaffs.com](http://www.pshestaffs.com). [Log in](#) or [sign up](#).

# Honour Based Abuse

There is currently no statutory definition of Honour Based Abuse in England and Wales, but a common definition has been adopted across government and criminal justice agencies:

**Honour-based abuse is a crime or incident committed to protect or defend perceived cultural and religious beliefs or 'honour'.**

The abuse can occur when perpetrators perceive that a relative or member of the community has shamed the family and/or community by breaking their honour code. It can happen to anyone but is most commonly directed at women and girls.

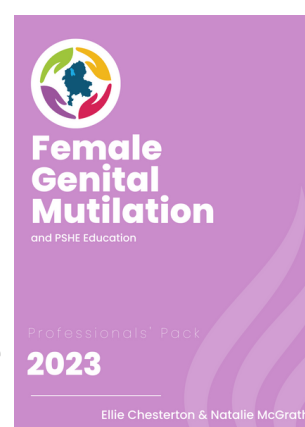


The "Forced Marriage, Honour Based Abuse & PSHE" Professional's Guide as well as resources to use with children and young people are available to access in the Resource Library on [www.pshestaffs.com](http://www.pshestaffs.com). [Log in](#) or [sign up](#).

## FGM

FGM is when a female's genitals are deliberately altered or removed for non-medical reasons. FGM is a form of child abuse. It's dangerous and a criminal offence in the UK.

The "Female Genital Mutilation & PSHE" Professional's Guide as well as resources to use with children and young people are available to access in the Resource Library on [www.pshestaffs.com](http://www.pshestaffs.com). [Log in](#) or [sign up](#).



# Harassment

Staffordshire Police state that Harassment may include:

- bullying at school or in the workplace
- cyber stalking (using the internet to harass someone)
- antisocial behaviour
- sending abusive text messages
- sending unwanted gifts
- unwanted phone calls, letters, emails or visits

It's harassment if the unwanted behaviour has happened more than once.

## Sexual harassment

Sexual harassment is unlawful, as a form of discrimination, under the Equality Act 2010.

The Act says it's sexual harassment if the unwanted behaviour:

- violates your dignity
- creates an intimidating, hostile, degrading, humiliating or offensive environment (this includes the digital environment, online)

Some examples of sexual harassment would include:

- sexual comments, jokes or gestures
- staring or leering at someone's body
- using names like 'slut' or 'whore'
- unwanted sexual communications, like emails, texts, DMs
- sharing sexual photos or videos
- groping and touching someone
- someone exposing themselves
- pressuring someone to do sexual things or offering someone something in exchange for sex

# Non-recent abuse

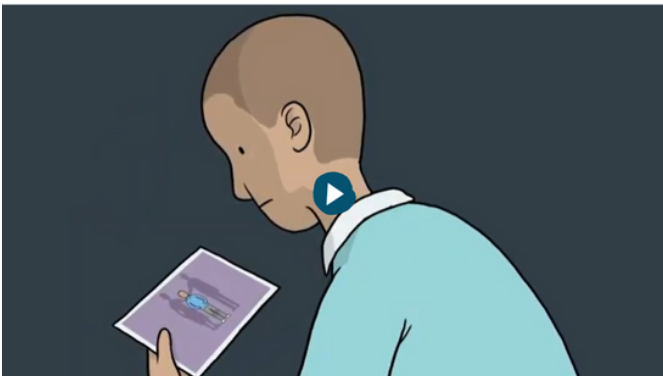
Non-recent child abuse is sometimes referred to as historical abuse, and is when an adult was abused as a child or young person under the age of 18.

The impact of child abuse can last a lifetime. Abuse can have a huge effect on health, relationships and education.

The effects can be short term but sometimes they last into adulthood. If someone has been abused as a child, it's more likely that they'll suffer abuse again. This is known as revictimisation.

The long term effects of abuse and neglect can include:

- emotional difficulties like anger, anxiety, sadness or low self-esteem
- mental health problems like depression, eating disorders, self harm or suicidal thoughts
- problems with drugs or alcohol
- disturbing thoughts, emotions and memories
- poor physical health
- struggling with parenting or relationships.



Click to watch a video from the NSPCC with information for adult survivors of child abuse.

# Impacts of Abuse

- The World Health Organisation state that the “consequences of child maltreatment include impaired lifelong physical and mental health, and the social and occupational outcomes can ultimately slow a country's economic and social development.”
- Whilst not all children who experience abuse go on to abuse others, research indicates a correlation between experiencing abuse and later engaging in abusive behaviour. This can be due to many complex reasons included learned behaviour, difficulties in emotional regulation, lack of positive role models and lack of support.
- Abuse-related trauma can develop after a person has been hurt and/or neglected, usually in childhood. Traumatic childhood events can change the way a person's brain and body work. Trauma can affect the person's emotions, memory, thinking and sense of self. Trauma can also affect relationships.

The impacts of abuse and neglect on children; and comparison of different placement options Evidence Review (2017) recognises that:

**Abuse and neglect can have a negative impact on a range of outcomes for children and young people. However, every child is unique and has his or her own susceptibilities and resiliencies. The impacts of exposure to maltreatment vary in relation to factors such as the age at which it is experienced; the intensity, frequency, duration and type of maltreatment; and the individual characteristics of the child.**

# Impacts of Violence

When exposed to a traumatic event, including a violent crime, responses may vary from person to person.

## The cycle of violence

Some children and young people who are exposed to violence learn to resolve their own conflicts in a violent manner. Others may seem to become desensitised to violence and the pain and distress of others. Some may withdraw from typical activities, avoiding people and the world around them. Children and young people with long-term exposure are at an increased risk of:

- Behavioural, psychological, and physical challenges
- Academic underachievement
- Alcohol and substance use
- Adult criminality

When children and young people repeat the violence they have experienced, they perpetuate a cycle of violence that can continue throughout future generations.

## Post-traumatic stress disorder in children & teens

Children and young people who are exposed to violence on a regular basis often experience many of the same symptoms and lasting effects as children who are victims of violence themselves, including post-traumatic stress disorder (PTSD). It is possible that they will experience emotional and physical "aftershocks" for months or even years. They can relive the event again and again in their minds, and be less able to function typically in their day-to-day lives. Some may become more aggressive, violent, and self-destructive.

# The National Picture

## 5,159,872

**total of crimes recorded by police forces across England and Wales for the 2019-20 financial year, equivalent to a rate of 86.8 per 1,000 population.**

Of these crimes:

85% (n= 4,377,828) were victim-based crimes (73.7 per 1,000 population)

15% (n= 782,044) were other crimes against society (13.2 per 1,000 population).



## 187,641

**total of sexual offences recorded by police forces across England and Wales for the 2022-23 financial year, equivalent to a rate of 3.15 per 1,000 population.**

In the last 12 months (2022-23 compared with 2021-22), recorded sexual offences have remained almost the same, with a national increase of 0.4% (n=794).

# The Local Picture

In Staffordshire, there has been a 3% decrease for serious violence offences (those that are flagged) in the last rolling 12 months (September 2023).

The majority of serious violence offenders are male; accounting for 88%. This is slightly more than the general offending population which is 82%.

The main offending age group also differs with ages 18-29 being the largest serious violence offending cohort, yet for general offending more offenders are in the 30-39 category.

The percentage of males as both victims and offenders increases when looking just at under 18's.

74% of Serious violence victims are male with 18-29 and 30-39-year olds accounting for the majority of victims.

## Stoke-on-Trent

Serious Violence has increased by 1% in the last 12 months (a difference of 9 more offences). The largest increase is in Criminal Damage (but low figures) and Public Order increasing from 9 to 16). Personal Robbery saw the largest increase in terms of actual offences with 55 more cases in the last 12 months (19% increase). Knife crime in the city has seen a 7% decrease.

## Staffordshire

Serious Violence has decreased by 6% (76 cases). Tamworth saw biggest decrease of 29%. South staffs saw the largest increase (26%). Knife crime in the county has seen a 18% decrease (84 less cases then last year). Tamworth has the highest decrease (41%), Moorlands, South Staffs and Stafford saw increases.

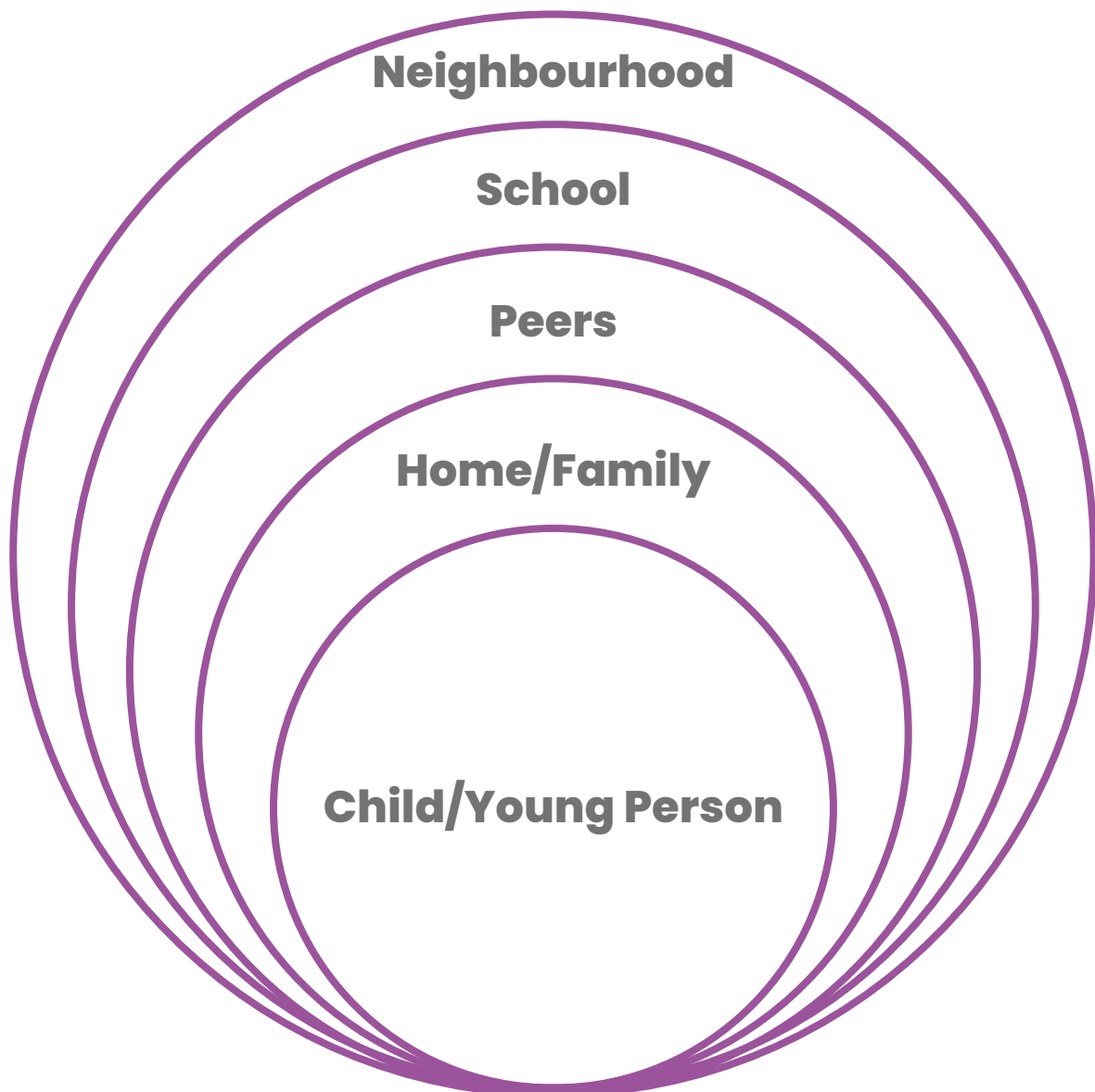


# Contextual Safeguarding<sup>46</sup>

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.

Using Contextual safeguarding can enable professionals to build a holistic picture of the child or young person's individual factors and also identify where and by whom interventions can occur

More information on contextual safeguarding can be found [here](#)



# Trusted Adults

Young Minds provide the following definition of a Trusted Adult:

**A trusted adult is chosen by the young person as a safe figure that listens without judgment, agenda or expectation, but with the sole purpose of supporting and encouraging positivity within a young person's life.**

It is important to acknowledge that trusted adults are not adults who have been assigned to young people through a formal programme, but instead are adults who young people have independently chosen to trust.

Through research and consultation, children and young people outlined the following characteristics of a Trusted Adult:

## Coming with no expectations

Coming with no expectations of what young people will achieve or how they will behave.

## Being non-judgmental

Being non-judgemental and refraining from trying to 'fix' a young person; instead trusted adults help young people to work through issues in their own way.

## Having clear boundaries

Ensuring relationships with young people have clear boundaries and limits. Trusted adults should understand when a situation extends beyond their skillset.

## Being a good listener

Being a good listener, using silence to give young people space to open up and guide conversations.

## Prioritising honesty

Prioritising honesty, asking hard questions when necessary and being vulnerable with young people.

## Being reliable

Being reliable, through making themselves available to young people and engaging with them in a consistent way.

# Signposting

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Any victim of crime can self refer to the Staffordshire Victim Gateway Service for assessment and onward support, regardless of whether they have reported the crime to the police or not. It is free and confidential.

Email: [help@staffsvictimsgateway.org.uk](mailto:help@staffsvictimsgateway.org.uk)

Call: 0330 0881 339

Website: [www.staffsvictimsgateway.org.uk](http://www.staffsvictimsgateway.org.uk)

Opening Hours:

Mon – Thurs 9.30am – 7.30pm / Fri 9.30am – 4.30pm / Sat, Sun & Bank Hol  
10am – 3pm

## **Survive Sexual Assault and Abuse Service:**

Email: [survive@staffordshirewomensaid.org](mailto:survive@staffordshirewomensaid.org)

Call: 0300 330 5959

Website: [www.staffordshirewomensaid.org](http://www.staffordshirewomensaid.org)

24 Hour Helpline

## **Harmony ASB & Mediation Service:**

Email: [harmony@victimsupport.cjsm.net](mailto:harmony@victimsupport.cjsm.net)

Call: 0330 1757 258

Website: [www.victimsupport.org.uk/resources/harmony-asb-support-service-staffordshire-and-stoke-on-trent](http://www.victimsupport.org.uk/resources/harmony-asb-support-service-staffordshire-and-stoke-on-trent)

Monday-Friday 9am-5pm

# Useful Contacts:

**If a referral to Children's Social Care is required, please contact:**

**Staffordshire:**

**Staffordshire Children's Advice Service – 0300 111 8007  
Monday – Thursday 8.30am – 5pm and Friday 8.30–4.30pm  
Out of Hours – 0345 604 2886 / 07815 492613**

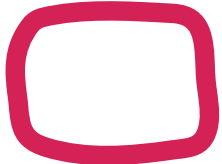
**Stoke:**

**CHAD – 01782 235 100  
Monday – Thursday 8.30am – 5pm and Friday 8.30–4.30pm  
Out of Hours – 01782 234 234**

# Further Reading:



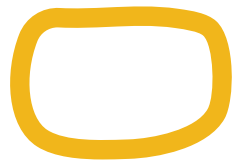
NSPCC "Definitions and signs of child abuse" factsheet



NSPCC Report "Half a million children suffer abuse in the UK every year"



SCVYS: Young people's perceptions of violence in Staffordshire & Stoke-on-Trent



Staffordshire and Stoke-on-Trent Serious Violence Strategy



The Children's Society #LookCloser Child Financial Exploitation



Barnardo's Language Matters: Use of language in child sexual abuse & exploitation practice: 2022 Review



The impacts of abuse and neglect on children; and comparison of different placement options Evidence Review



**PSHE**  
Education  
STOKE-ON-TRENT  
STAFFORDSHIRE

**SASCAL**  
STRONGER TOGETHER

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**SCVYS**  
STAFFORDSHIRE COUNCIL OF VOLUNTARY YOUTH SERVICES

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[www.pshestaffs.com](http://www.pshestaffs.com)