

Worcestershire Safeguarding Children Board



Healthy Relationships – a whole school approach

September, 2016

This document has been produced to enable schools to have access to a 'whole school approach' in order to educate young people and provide knowledge for parents, staff and governors in what constitutes a 'healthy relationship' and help prevent children being exploited.



Foreword by the Independent Chair of WSCB

This document has been produced by Worcestershire Safeguarding Children Board (WSCB) to support schools to have access to a 'whole school approach' to educate young people, parents, staff and governors in what constitutes a healthy relationship and help prevent children being exploited.

The inquiry by the Children's Commissioner, (Berelowitz et al, 2013), found that in order to prevent children from being exploited, alongside awareness raising for communities and local businesses a whole school approach was imperative. They found that it enabled children and young people to spot danger signals should they be a target for abuse and support them in feeling confident about telling a member of staff or another professional that they are worried. The inquiry also highlighted that a whole school approach was dependent upon school governors and the head teacher taking a strong lead on dealing with the problem – alerting students to the danger and training all staff in how to deal with it. This approach also seeks to build upon the findings in the Ofsted report, (2013), which highlighted the need for age appropriate sex and relationships education for both primary and secondary age school children to prevent inappropriate sexual behaviours and sexual exploitation.

Local research commissioned by The Worcestershire Forum Against Domestic Abuse and Sexual Violence and conducted by the National Centre for the Study and Prevention of Violence and Abuse (NCSPVA) – based at the University of Worcester, found that education within schools in Worcestershire to promote respectful or healthy relationships has been incorporated into the curriculum; usually situated within the Personal, Health and Social Education (PHSE) curriculum. It appears that although there are good examples of teaching 'healthy' relationships; overall, the approach taken is inconsistent, using variable resources that each individual school can locate. One of the recommendations from the report was to assist schools in identifying resources for use in all phases of compulsory schooling which are integrated across the curriculum and provide continuity and progression for pupils. The full research report can be found by clicking [here](#)

Keeping Children Safe in Education (September, 2016) places responsibility on Governing Bodies and Proprietors to ensure children are taught about safeguarding, including online safety, through teaching and learning opportunities as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and/or – for maintained schools and colleges – through sex and relationship education (SRE).

It is hoped that all schools in Worcestershire will integrate this resource into their current curriculum and educational setting to complement their existing Personal, Social and Health Education.



Derek Benson

Independent Chair of Worcestershire Safeguarding Children Board

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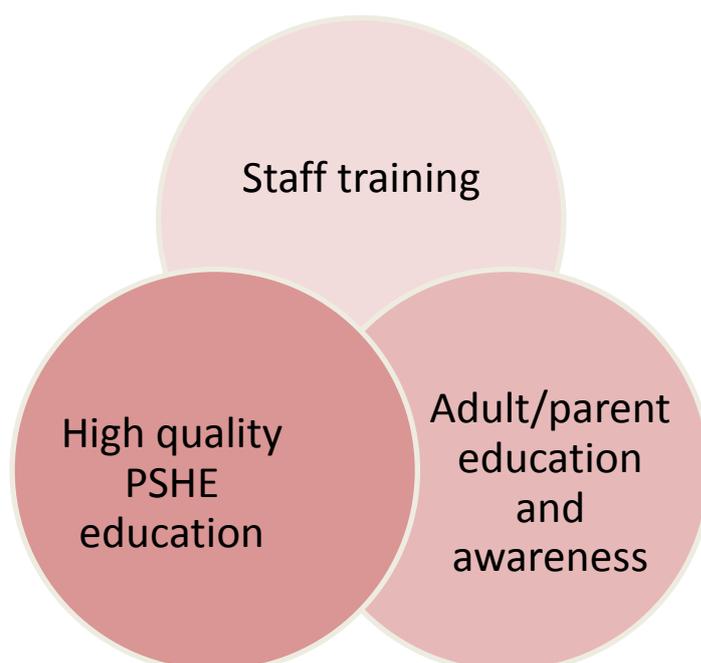
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The web links detailed in this resource were accessed on 17th August, 2016.

What is meant by healthy relationships?

Learning about relationships is a lifelong pursuit and children and young people will be influenced by their parents, role models and the environment they grow up in. Healthy relationships allow for children and young people, whether they are boyfriend or girlfriend, or simply friends, to feel connected and supported, while maintaining their independence and ability to make decisions about themselves and their relationships. Healthy relationships involve honesty, trust, mutual respect and open communication. Healthy relationships should make you feel good about yourself and make life fun. It is hoped that from a very young age, children learn about the features of a happy, caring, respectful and safe relationship in the home. However, this is not true for all children and schools should provide the opportunities for children to develop their knowledge and understanding of what is meant by a healthy relationship. This resource is intended to re-enforce the simple but powerful message to young people: if something doesn't feel right, you should have the freedom to voice your concerns.

What is a whole school approach?



Each school, (and child), is different and there is a plethora of information and resources available on the internet. This document recommends those resources which WSCB has endorsed. It encompasses a range of educational resources which seek to help children and young people feel more confident in forging relationships, by critically equipping them and raising awareness of some of the pitfalls and tactics used by those that seek to exploit them. As well as teaching about healthy relationships, Berelowitz et al, (2013), found that children and young people need to understand and see that the values discussed during PSHE and during the 'usual' school day are part of the school ethos.

Local research commissioned by Worcestershire Forum Against Domestic abuse and Sexual Violence and conducted by the National Centre for the Study and Prevention of Violence and Abuse (NCSPVA) – based at the University of Worcester, found that education within schools in Worcestershire to promote respectful or healthy relationships has been incorporated into the curriculum; usually situated within the Personal, Health and Social Education (PSHE) curriculum. It appears that although there are good examples of teaching 'healthy' relationships, the overall approach taken is inconsistent, using variable resources that each individual school has been able to locate. In essence, the current situation is a postcode lottery for children and young people.

It is recognised that either as a professional or parent talking to children about sex and relationships is difficult. The natural reaction is to preserve children's innocence for as long as possible but the sad reality is that perpetrators now have greater access to children and young people through the internet and social media.

This document acknowledges the good practice that is already taking place but requests that all schools incorporate this approach into their setting to complement their existing arrangements.

High quality Personal, Social and Health education (PSHE)

PSHE education can take place in many forms – small groups, full teaching groups, positive opportunities, assemblies and whole day awareness sessions. Extra support may be required for specific groups or individuals who are at heightened risk of exploitation or particularly vulnerable. The issues in PSHE are not easy to teach or to address, and yet, they are vital for young people when we consider that:

- Several independent studies have found that 40% of teenagers are in abusive dating relationships (Home Office Teenage Partnership Abuse campaign);
- Many young people report levels of regret after first sex, often citing pressure as the reason for having sex;
- There is growing evidence of widespread exploitation of young people in the UK with increasing risks posed by new communication technologies;
- There is a woeful lack of understanding and empowerment with regard to sexual consent - a third of girls aged between 13 and 17 who were in relationships had experienced unwanted sexual acts, and one in 16 had been raped (NSPCC 2009,);
- PSHE should enable children in their early years and, subsequently, in primary schools, learn about the features of happy, caring, respectful and safe relationships. Secondary schools and learning providers should continue to build on this knowledge and understanding. Learning about relationships is a lifelong pursuit.

Worcestershire Safeguarding Children Board Recommended Resources:

Before using any of the resources it is vital that all resources are reviewed to ensure suitability and that those teaching have a full understanding of their organisation's safeguarding policy and procedures, as it is possible that this work may lead to disclosures and safeguarding concerns. Children should be signposted to appropriate support; e.g. Child line

External provision of learning is useful but needs to be incorporated into the curriculum in order for it to be effective. A list of local resources can be found in Appendix 1. In addition, please contact your local Community Safety Team to find out what they can offer in your area.

Recommended age/year group	Resource	Description	Available from:
Primary/First Schools: This specific unit of learning is predominantly aimed at lower Key Stage 2 pupils (7-9 year olds). As with any resource, adaptation to meet the needs of the particular cohort is recommended including for using with children outside of this age range	Happy and Safe relationships	The resource is an example of best practice developed and endorsed by Solihull Council and Local Safeguarding Children Board. They support professionals in addressing healthy relationships, including sexual relationships in PHSE areas of the curriculum to promote positive, (and safer), choices in primary/first schools. Worcestershire Safeguarding Children Board would like to thank Solihull Local Authority for sharing the intervention guides.	http://www.solgrid.org.uk/wellbeing/wp-content/uploads/sites/23/2016/05/Happy-and-Safe-Relationships-May-2016.pdf Also available through WSCB website resource page. There is no cost for this resource but please send comments/evaluations to Aeason@worcestershire.gov.uk to provide feedback to Solihull MBC
Primary/Middle Schools: There are two resources, one aimed at children in Year 6 and one for young people in Years 7-9.	Real Love Rocks	The Real Love Rocks resources are about helping all children and young people to think and chat about relationships, what they are, and how to keep happy and safe in them, whether that's now or in the future.	http://www.barnardosrealloverocks.org.uk/ There is a cost for this resource of £95.

Middle/Secondary Schools	Healthy and Safe Relationships, A unit of learning for middle/ high school aged children		http://www.solgrid.org.uk/wellbeing/wp-content/uploads/sites/23/2016/05/Healthy-and-Safe-Relationships-updated-May-2016.pdf Also available through WSCB website resource page There is no cost for this resource but please send comments/evaluations to Aeason@worcestershire.gov.uk to provide feedback to Solihull MBC
Secondary School Children on a 1 to 1 basis	Adapted materials from Healthy and Safe relationships	This resource is aimed at any young person, male or female, who would benefit from input around developing positive relationships. The suggested age range for this resource is 13 – 19years.	http://www.solgrid.org.uk/wellbeing/wp-content/uploads/sites/23/2015/01/Adapted-1-to-1-Healthy-and-Safe-Relationships.pdf Also available through WSCB website resource page There is no cost for this resource but please send comments/evaluations to Aeason@worcestershire.gov.uk to provide feedback to Solihull MBC
Year 9 upwards - particular emphasis on Child Sexual Exploitation	BAIT	The BAIT resource pack has been specifically designed for use by Secondary School and FE Colleges, targeted at 14-17 year olds students, to raise awareness and understanding of the dangers of Child Sexual Exploitation. The BAIT resource pack is a resource workbook and links to a DVD available on You Tube. WSCB would like to thank Birmingham Safeguarding Children Board for sharing this resource.	Worcestershire Safeguarding Children Board (wscbtraining@worcestershire.gov.uk) There is no cost for this resource and it is available until supplies run out – one pack per high school allowed.
Reception – Year 13	Expect Respect	The Expect Respect Educational Toolkit consists of one easy to use “core” lesson for each year group, from reception to year 13, and is based on themes that have been found to be effective in tackling domestic abuse.	http://www.thehideout.org.uk/children/adults-children-and-domestic-abuse/resources/educational-toolkit/ This resource is free of charge

Adult/Parent Education and Awareness

Parents are key to enabling young people to understand what constitutes a healthy relationship and schools can support this by:

1. Holding regular information meetings – incorporating these into parents evening and open evenings may encourage attendance. The year's scheme of work and what the focus is can help parents to talk to their children
2. Providing information for parents about teenage behaviour and where to seek help at school – see Appendix 2 for an example created by Pershore High School which can be found at: <http://www.pershore.worcs.sch.uk/parents/the-teenage-years/>
3. Providing information in a 'New Parents Handbook' when children start the school
4. Sending a letter to parents when healthy relationship work is being undertaken so parents can support the curriculum and learning (see Appendix 3)
5. Promoting resources for parents e.g. PACE. A full list of resources can be found at:

http://www.worcestershire.gov.uk/info/20054/safeguarding_children/937/safeguarding_children_information_for_parents_and_carers and includes:

- [Barnardo's](#) 'Spot the Signs': Advice for parents, professionals and young people on the signs of sexual exploitation and how to keep safe
- [Child Exploitation and Online Protection Centre](#) (CEOP) is dedicated to eradicating the sexual abuse of children.
- [NSPCC](#), Guide for parents to keep children safe
- [Parents Against Child Sexual Exploitation](#), (PACE), in partnership with the Virtual College, has launched an interactive online information package for parents on the signs of child sexual exploitation. This **free** tool is designed to equip parents with the information and knowledge to safeguard children from this abuse.

Staff training and awareness (including governor training)

Working Together, (2015), states that employers are responsible for ensuring that their staff are trained competent to carry out their responsibilities for safeguarding, and that the LSCB role is to develop policies and procedures regarding the training of staff. In relation to child sexual exploitation, all organisations should ensure that: 'safeguarding training and refresher training includes an awareness of sexual exploitation, the recording and retention of information and gathering evidence'.

With respect to CSE, the Board will seek to maximise CSE training opportunities through its training programme. However, it remains the responsibility of each agency to ensure that their staff are accessing CSE training.

The CSE training strategy is available at:

http://www.worcestershire.gov.uk/downloads/file/6607/child_sexual_exploitation_training_strategy and an example of how this relates to schools can be found in Appendix 4.

Schools should be aware, as with all safeguarding matters, that all staff, including transient staff, governors and regular visitors, are made aware of safeguarding policies and have an understanding of Child Sexual Exploitation and healthy relationships through induction training, regular whole staff safeguarding training and updates as and when available.

A supportive school ethos can encourage children to feel safe and to talk about their feelings. It can:

- reduce isolation in the emotions they experience;
- relieve tension by enabling children to talk and be listened to;
- provide an opportunity to develop an appropriate vocabulary, making violence less likely as a way of expressing needs;
- allow children to perceive situations more clearly for planning an action or change;
- make children feel protected by a culture which actively promotes a 'listening environment' and challenges unacceptable practice.

Appendix 1: Local resources

Local resources: (N.B. there may be a charge for some of these resources. Please contact the provider for further details).

Resource	Description	Contact
(CH&RM)	<p>The Coaching Healthy & Respectful Masculinity Programme (CH&RM) is designed to ask boys to think critically about what it means to be a man.</p> <p>A CALL TO MEN^{UK} recognises that teachers, sports coaches or mentors are provided with the perfect opportunity to positively model what it means to be a responsible, respectful man or woman and set the young people with whom they work on a solid pathway into their own adulthood.</p> <p>The CH&RM programme affords educators of all kinds the space and structure to help boys and young men <i>themselves</i> promote healthy, respectful masculinity, decrease language and actions that degrade women and girls and other marginalized groups, challenge harmful cultural and social norms and decrease instances of bullying and homophobia. It empowers boys to better understand healthy relationships; more effectively negotiate peer-relationships and make better decisions for themselves and those around them.</p> <p>Training consists of 2 x 2 consecutive days (4 days total) and gives the educator the knowledge, skills and confidence to deliver this ground breaking work, raising awareness about gender stereotyping and preventing the use of violence and abuse, while teaching nonviolent and respectful behaviour.</p> <p>CH&RM is delivered typically over the course of eight x 45 -60 minute weekly sessions, covering a range of key topics using a multimedia curriculum.</p> <p>In addition to the 4 days of coach training, A CALL TO MEN^{UK} offers all participants:</p> <ul style="list-style-type: none"> • On-going group supervision (scheduled and by request) • On-going training updates and shared resources (via social media pages) • Access to the latest relevant research and teaching aids (via social media pages). • A platform to celebrate your work and achievements nationally 	<p>CH&RM</p> <p>For more information please visit www.acalltomenuk.org.uk Email: michael@acalltomenuk.org.uk</p>

<p>WAVES</p>	<p>WE ARE VALUED, EQUAL & SAFE (WAVES)</p> <p>The Support Works Foundation is a Worcestershire based Charity whose work is informed and directed by the lived experience of survivors of domestic abuse and sexual violence. The Support Works Foundation, in collaboration with A CALL TO MEN^{UK} has recently created a programme for girls and young women aged 11 upwards. This programme is based on the teachings in CH&RM but comes to the topics covered from a female perspective. The title is 'Our Aspiration'.</p> <p>This education programme aims to promote and develop healthy and respectful relationships, encouraging participants to think critically about issues of power, gender norms, entitlement and sexism. WAVES lesson plans include supporting girls to identify the warning signs of disrespectful relationships, covers healthy boundaries, rights and responsibilities, consent, sexting and what action to take if a friend is abused/abusing or the student herself is being abused.</p> <p>The programme provides eight lessons designed to support participants in understanding power and privilege, gender socialization, abuse and gender violence, exploring the messages embedded in media and online culture and inspire advocacy and leadership over the issue. All organisations wishing to be trained to deliver WAVES will receive the 4 days intensive training as outlined above under CH&RM with a further 1 day to cover the specific changes in the curriculum. If the organisation is female only, (e.g. all girls' school), the CH&RM training is still necessary in order for all delegates to develop a deep understanding of the complex issues raised and feel confident in delivering WAVES. In addition to the 5 days of coach training, the Support Works Foundation offers all participants the same supervision, updates, ongoing training, resources, research and teaching aids.</p> <p>Support Works Foundation emphasise the teaching. Manuals provided are guidelines to deliver the content and learning outcomes but the world at large can easily provide the material that speaks to the students especially through social media and on line. Indeed, the students are encouraged to bring in material for discussion. This keeps the programme fresh, current and relevant. The group supervision offers an opportunity to share best practice. Both CH&RM and WAVES are designed to activate student leadership over the issues raised..</p>	<p>WAVES email: kayclarke@supportworksfoundation.org.uk</p>
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<p>The Crush Project</p>	<p>The CRUSH Project focuses on Helping Young People Make Safe and Healthy Relationships.</p> <p>The CRUSH programme provides an experiential support resource that aims to support young people to:</p> <ul style="list-style-type: none"> • Avoid abusive relationships • Give them the knowledge and tools on how to exit an abusive relationship safely and • Better manage their exposure to domestic abuse within the home. <p>It is a structured programme of group support and empowerment for those aged between 13 – 19 years old that are at risk of, or affected by ANY form of domestic abuse whether it is witnessed, experienced or perpetrated. CRUSH has been written and developed by West Mercia Women’s Aid, who are a specialist service provider working with women and children affected by domestic abuse. It is suitable for both males and females, and for those exhibiting victim or perpetrator traits.</p> <p>The programme is specifically designed to complement the existing subject matter around healthy relationships and gender bullying that may take place in schools’ PSHE/Citizenship and initiatives such as Expect Respect.</p> <p>CRUSH has been very positively evaluated by Worcester University</p>	<p>For more information please visit:</p> <p>www.thecrushproject.org.uk</p> <p>Siân Telfer C&YP Worker - WMWA Info Line: 0800 014 9084 Twitter - @CrushProject FB - CRUSHwmwa</p> <p>sian@westmerciawomensaid.org</p>
<p>SELFIE Sexualisation Exploitation Love Friendships Information Empowerment</p>	<p>SELFIE is an educational resource designed to increase young people’s access to high quality sexual violence prevention and support.</p> <p>There is significant evidence of increasing prevalence of sexual and other violence in young people’s relationships, as well as high levels of childhood and adult sexual violence. The use of social media and mobile technology in sexual harassment and bullying is also documented. These forms of violence also reflect the increasing sexualisation of children and young people including the availability of pornography, and the subsequent influence on young people’s perceptions of appropriate sexual behaviour. SELFIE enables young people to explore these issues and develop their knowledge and understanding, including considering how the Sexual Offences Act 2003 relates to sexual conduct and issues such</p>	<p>For more information or to book a session for your school, please contact:</p> <p>JEMMA PRICE Children & Young People’s Independent Sexual Violence Advisor Service Manager T: 01905 611655 M: 07799 199528 jemma.price@wmrsasc.org.uk</p>

	<p>as consent.</p> <p>The resource is designed to be adaptable to meet the specific needs of the local area and of education providers. West Mercia Rape & Sexual Abuse Support Centre, (WMRSASC), facilitators, delivering the pack, will liaise with local partners to ensure programmes complement, and do not duplicate, other related initiatives, (such as those addressing sexual health, domestic abuse, bystander and online safety initiatives).</p> <p>WMRSASC recognises that schools in particular have busy timetables and are often approached by third sector agencies. WMRSASC facilitator's specialist knowledge and expertise ensure that young people have access to expert knowledge in a safe and supportive space, but programmes will be most effective and sustainable where WMRSASC liaise with schools to inform their approach to promoting gender equality and non-violence.</p> <p>Sessions can be delivered as one off standalone workshops, or as part of a 7 session delivery plan. Each session lasts for an hour, and it is advisable that each session is conducted before a break or lunch period. This enables the young people to come back and discuss anything in a safe, secure and private environment.</p> <p>Topics covered are:</p> <ul style="list-style-type: none">• Gender• Consent (E.g. sexting, photos, videos)• What is Sexual Violence (E.g. Sexual Exploitation & grooming)• Sexualisation (E.g. stereotypes, media, peer pressure)• Impacts and Support (E.g. support services available)• Social Media (E.g. Facebook, Twitter, BBM)• How to prevent sexual violence <p>WMRSASC are confident that this resource will support young people to negotiate healthy, safe and respectful sexual relationships at a time that's right for them.</p> <p>Quantitative and qualitative data will be gathered from young people and link professionals using standardised evaluation materials, and overall impact will also be evaluated externally.</p>	
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Appendix 2: Excerpt from Pershore High Schools guide to the teenage years for parents (author: Sandy Poulton)

Available at: <http://www.pershore.worcs.sch.uk/parents/the-teenage-years/>

Child Sexual Exploitation

The sexual exploitation of young people under 18 is where young people receive something e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts or money as a result of performing, and/or others performing on them, sexual activities.

A range of support is available if CSE is suspected. If you have any concerns please contact Sandy Poulton, Gayle McPherson or the House Teams immediately.

Grooming

Grooming is when someone builds an emotional connection with a child to gain their trust to abuse them. Specific goals include gaining the child's trust, isolating them and maintaining control.

Children and young people can be groomed online or in the real world, by a stranger or by someone they know - for example a family member, friend or professional. Groomers may be male or female. They could be any age.

Further information is available at:

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/grooming/>

Appendix 3: Letter to parents informing them of Healthy Relationship work being undertaken in schools

Dear Parent/Guardian

Over the next few weeks your son/daughter will be taking part in a range of lessons as part of Personal, Social and Health education. These lessons will be focusing on what constitutes a 'healthy relationship'.

Further information about healthy relationships can be found on the school website (insert link) or is available at:

http://www.worcestershire.gov.uk/info/20054/safeguarding_children/937/safeguarding_children_information_for_parents_and_carers and includes:

- [Barnardo's](#) 'Spot the Signs': Advice for parents, professionals and young people on the signs of sexual exploitation and how to keep safe
- [Child Exploitation and Online Protection Centre](#) (CEOP) is dedicated to eradicating the sexual abuse of children.
- [NSPCC](#), Guide for parents to keep children safe
- [Parents Against Child Sexual Exploitation](#), (PACE), in partnership with the Virtual College, has launched an interactive online information package for parents on the signs of child sexual exploitation. This **free** tool is designed to equip parents with the information and knowledge to safeguard children from this abuse.

If you have any questions regarding these lessons please do not hesitate to contact:

(Name here).

Signature

Appendix 4: CSE training required at each level

CSE Training required at each level

Sexual abuse training. Specific professional competencies required within each agency e.g. ABE training, supervision training, working with young people who are at risk

Target 2

To have the knowledge and confidence to participate effectively in multi-agency meetings

How to take part in a CSE multi-agency process

Understand the pathway

Understand the thresholds of risk

Target 1

Ability to use the screening tool

Know indicators of CSE

Know CSE is a type of abuse
 Understand the definition of CSE and implications for practice
 Challenging perception of lifestyle choice
 Use professional curiosity to look beyond the obvious reporting any concerns

Know definition of CSE
 CSE exists in Worcestershire and is a shared responsibility
 Who to contact if concerned

WSCB Core Pathway

Specialist workers including social workers working with Children at risk of CSE/Missing

Target 2 - those involved with CP plans
 Target 1 - front line staff working with children/young people

Universal - all staff who have contact with children/young people including leisure services, taxi drivers, hoteliers

Induction - all members of staff

Example of how schools may implement strategy

At this stage schools would refer to specialist support e.g. sexual abuse/sexual health counsellor.

Target 2 – Safeguarding leads – as part of core training and in addition attend WSCB multi agency training to disseminate CSE training

Target 1 – all staff as part of core training e.g. teaching staff, school mentors

All staff in school who come into contact with children and young people. This could be delivered either via e-learning or as part of face to face training

All staff in school including auxiliary staff e.g. lunchtime supervisors, invigilators

References

Berelowitz et al (2013); "If only someone had listened": Inquiry into Child Sexual Exploitation in Gangs and Groups;

<http://www.childrenscommissioner.gov.uk/publications/if-only-someone-had-listened-inquiry-child-sexual-exploitation-gangs-and-groups> (accessed 17.08.16)

Keeping Children Safe in Education (2016)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/487799/Keeping_children_safe_in_education_draft_statutory_guidance.pdf (accessed 17.08.16)

NSPCC (2009) Partner exploitation and violence in teenage intimate relationships

<https://www.nspcc.org.uk/globalassets/documents/research-reports/partner-exploitation-violence-teenage-intimate-relationships-report.pdf> (accessed 17.08.16)

Ofsted (2013), Not yet good enough: personal, social, health and economic education in schools

<https://www.gov.uk/government/publications/not-yet-good-enough-personal-social-health-and-economic-education> (accessed 17.08.16)

Acknowledgements and contact details

Worcestershire Safeguarding Children Board would like to thank the following people for their support and guidance in producing this whole school resource:

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Sally Mills, Education; Safeguarding Adviser
Pippa Hall, CSE Co-ordinator

Schools:

Pershore High School
Abbey Park First and Nursery and Abbey Park Middle School
Bredon Hill Middle school

Bev Petch

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Birmingham Safeguarding Children Board for provision of BAIT resource

For further information or to feedback back about any aspect of this resource

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