A framework for managing extra-familial risks to children

Empowering Student Voices

The Student **Voice**

Department for Education

Keeping children safe in education

2014	2024
50 pages	**185** pages
4 harms	**40** harms
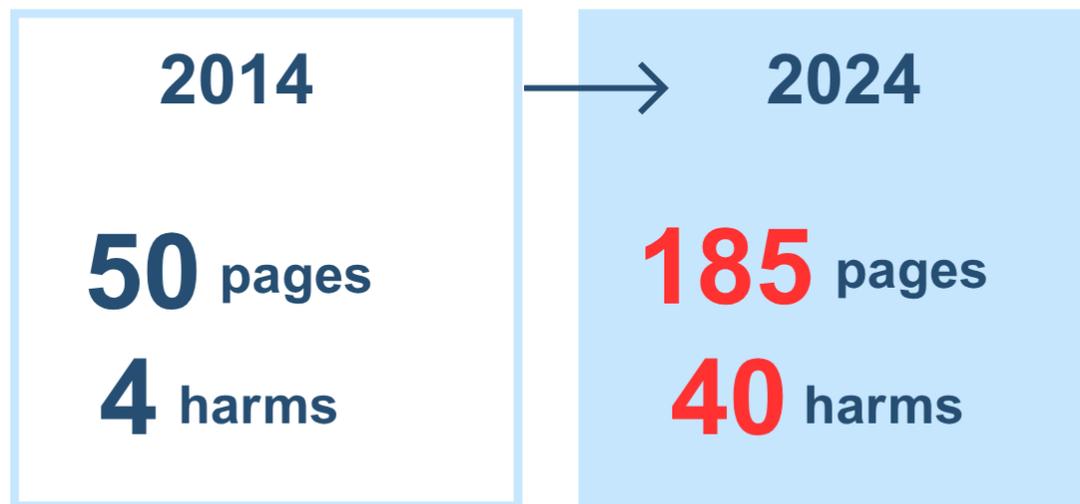
The harms will continue to grow and evolve...

Support Safeguarding Professionals to know **"How"** to manage the ever evolving and growing **"What"**

- Inspire us to build on the **outstanding safeguarding work** that is happening in your schools, MATs and Safeguarding Partnerships

- See the benefit of sharing contextual safeguarding information to increase our **protective capacity**

- See the value of understanding the voice of the child to increase our ability to **prevent future harm**

The Student Voice

Case Study 1:

Increase our Protective Capacity in the Community:

"It takes a village to raise a child...It takes a community to raise a generation."

Amani Simpson

Definition of Terms:

Village: Your organization, e.g. school

Community: Your organization collaborating with other safeguarding agencies

Case Study 2:

Prevent Future Harm in your village

Active Bystanding – a school mission-driven response to child-on-child relationship harm

Definition of Terms:

Village: Your organization, e.g. school

Community: Your organization collaborating with other safeguarding agencies

The Challenge that Schools and Local Authority Partners Face

Doing The Right Thing For Our Children

- Know our communities are **safe**

- Know the safeguarding **issues** our young people really face

- Know our safeguarding interventions are **effective**

Do The Right Thing For Our Organisation

- **Evidence** that KCSIE and Working Together to Safeguard Children are active documents in our settings

- **Compliance** with inspection frameworks

Limited Time and Resources

Why we believe Contextual Safeguarding can be the **"How":**

Develop Community

Not just focusing on one individual, but on how to **protect** *all* **young people from environments that cause safeguarding issues.** Partnerships between educational settings and communities so that everyone is aware of possible warning signs and how to report them.

Age Appropriate

As young people age, they **spend more time socialising away from their families**. Consequently, their social networks – and any harm associated with them – become more significant.

A Shared Culture of Safety

All those who have **influence over extra-familial contexts use their influence to make these settings safer.** Young people are protected by ensuring that the potential for harmful situations is reduced.

Prevent Future Harm

Relationships young people make during this period influence what they expect from future relationships - if they **socialise in safe, supportive environments then they will form safe, supportive relationships** (and the same applies for harmful, abusive relationships). By ensuring that young people are in nurturing environments – both within educational settings, and outside them – you can reduce the risk of future harm.

Contextual Safeguarding provides us with a framework to address current issues and the opportunity to prevent future harm but we **need student voices to fuel the engine...**

ENGAGEMENT

SILENCE

RESPONSE

Schools struggling to engage young people

Young people stay silent

How best do we develop a response

"We will not understand the everyday life experiences of young people unless we seek to understand the social rules that govern their lives."

(Dr Carlene Firmin, 2021)

The Student Voice

Provide brave spaces for young people and children to share information on their terms

Guiding Principle:
Understand the social rules that govern young lives

Measure your outcomes

Partner with your community to develop positive outcomes for your community

Seek to understand the information shared

"protecting children from maltreatment, whether that is within or outside the home, including online"

KCSIE, Sept. 2024

on school campus
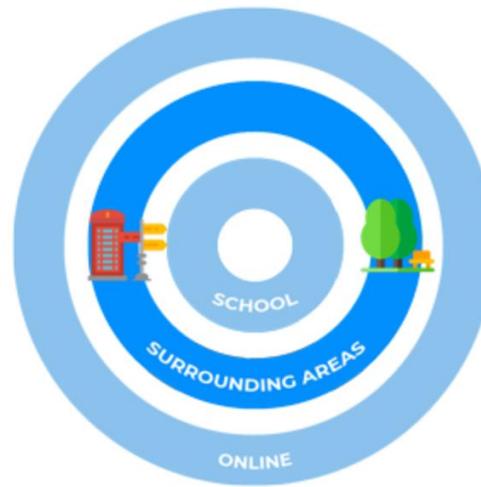
on local areas and towns

home and online

- The Voice Projects provide children and young people with the opportunity to share information about their life experiences in school, in their community, at home and online and in relation to the Protected Characteristics outlined in the 2010 Equality Act.

- Young People and Children are given access to a reporting platform, via their school's LMS system, that provides maps of their school, community and a generic plan of a house that matches the socio-economic demographic of students in the area.

- Schools have full access to issues raised through their own dashboard

- Anonymised data can be accessed by essential services through a centralised dashboard to promote understanding of the lived experiences of young people in all contexts of their life across the catchment area from primary age children to year 13.

The Student Voice

Local Authorities have the opportunity to understand how to improve services supporting Young People

Community Voice Projects:
Enabling Education and Safeguarding Partnerships to work together to safeguard children

Builds trust, relationships and engagement between agencies who have common access to a common framework using common language

Builds trust, relationships and engagement with young people, ensuring children feel safe and heard.

Streamlines safeguarding information sharing and promotes work more effectively together by gathering vital reports on hotspot areas, times of day these incidents occur, and what age or year groups are experiencing harm.

Protective Capacity:

The collaborative **relational** power of schools, social care, police, health, communities, and most importantly, young people, to work together to safeguard children and young people

"It takes a village to raise a child…It takes a community to raise a generation."
Amani Simpson

The Student **Voice**

1

(Your School)

X

= Increased Protective Capacity for your students

Multiplied by

the **primary** schools in your area

+ the **secondary** schools in your area

+ **Early Help** Support Services

+ Children's **Social Services**

+ **Health**

+ **Police**

Protective Capacity multiplies the capacity of schools, police, health and social services through shared contextual data with the voice of the child at the forefront

The Student **Voice**

Promote Child-Centred Communication: Captures children's voices and perspectives to ensure their needs are at the forefront and centre.

Reduces Bureaucracy: Streamlines processes across agencies with standardised protocols.

Overcomes Legal Barriers: Facilitates lawful information sharing with clarity and consent.

Trust Building: Encourages collaboration and trust among professionals.

Enhances Technology Use: Integrates smoothly with digital systems to ensure accurate, accessible data.

Combats Cultural Challenges: Counters bias by focusing on lived experiences rather than assumptions.

Transforms Communication: Creates a shared language and clear channels between agencies.

Increased **Protective Capacity** facilitates the ability of schools and safeguarding partnerships to work together to safeguard children

The **Immense** benefit of sharing information with a common language and framework

The Student Voice

Receive
targeted support
from your
community

Benefit from
learning the
context in other
villages

Understand the
Context in your
village

Shared
contextual data
using the same
language leads to
safer schools,
communities and
safer futures

Through sharing
and
understanding
contextual
information in
your community
you can prevent
future harm in
your village

Definition of Terms:

Village: Your organization, e.g. school, e.g. school, early help service, sports club, youth club

Community: Your organization collaborating with other safeguarding agencies

The Student **Voice**

Understanding Lived Experiences:

Gives services a real-time, child-centred perspective.

Addressing home and online concerns boosts school outcomes.

Evidence Based Service Planning:

Informs resource allocation based on safety perceptions.

Aligns budget priorities with what children value.

Online Safety Focus In Context:

Reveals nuanced online experiences across age groups.

Challenges Safeguarding Assumptions:

Children feel least safe in traditionally 'safe' spaces (school, home).

Encourages reflection on whether these outcomes are acceptable.

Positive Environments as Protective Factors

Sport, faith, and leisure spaces are highly valued by children. Building on what works, not just reacting to risks.

The Student **V**oice

9 months into a 3 year the project:

Locations Where Students Feel Happiest:

Shops
Sport and Leisure
Parks

Locations Where Students Feel Least Happy:

School
Home
Online

Key Thoughts:

 - We should not equate students feeling happy with them being safe

 - The information will show the immense benefit of understanding data across all contexts and not just in isolation
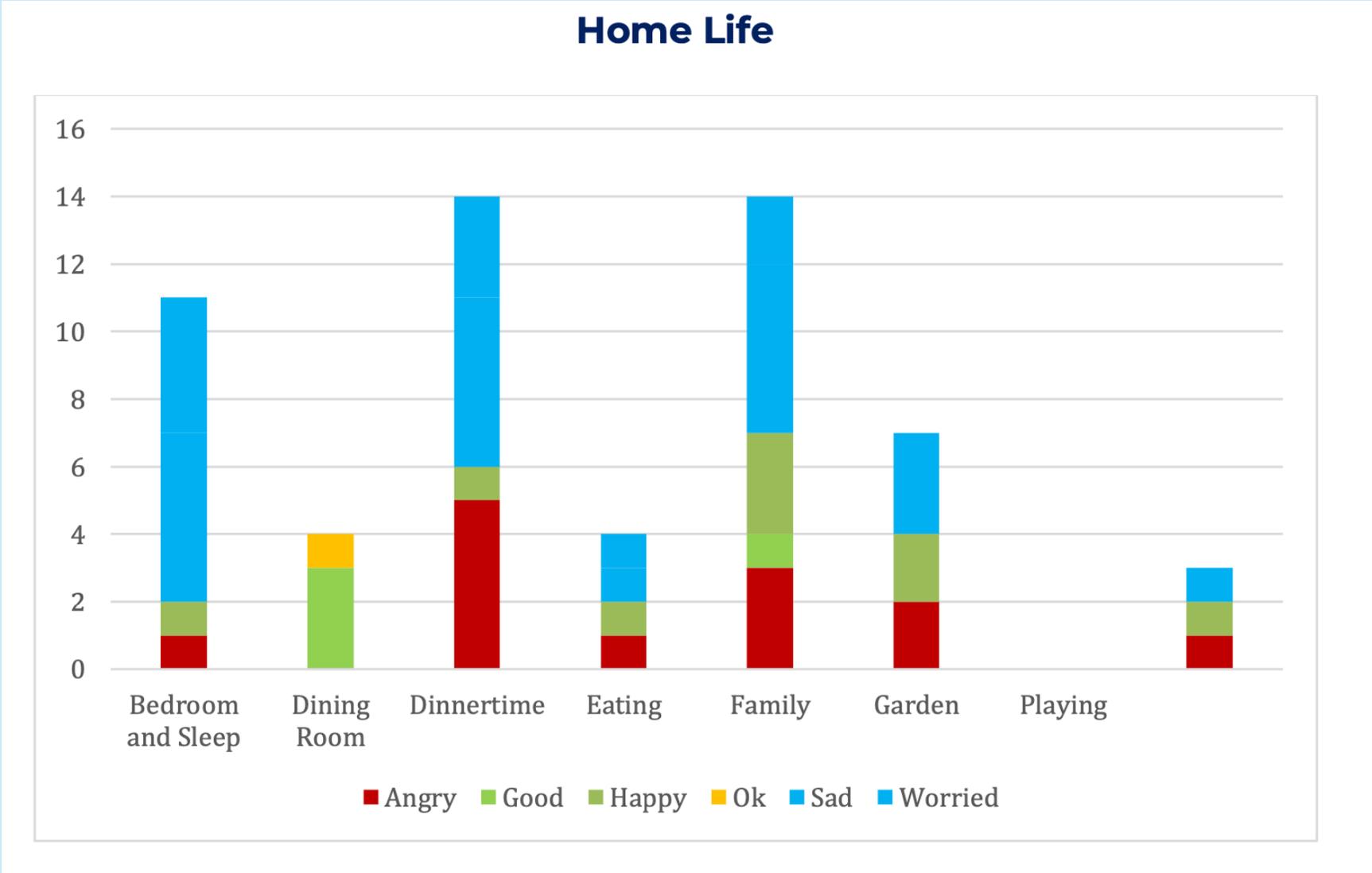
Key Thoughts:
Is happiness away from adult oversight positive? Chatting online causes significant sadness/worry and anger

Student Ranking by Online Location
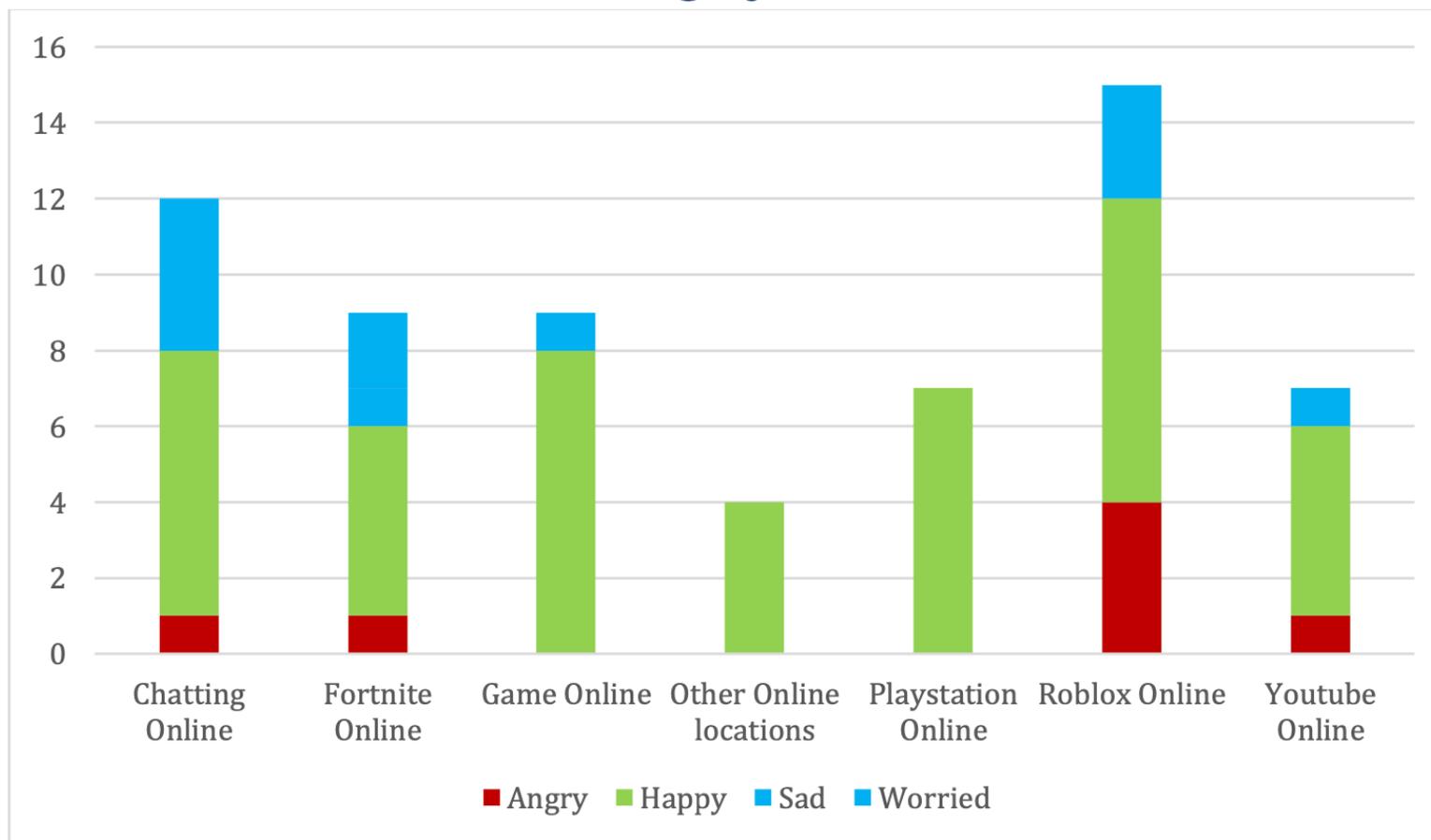
Even Better If:
All schools in the Project asked students to comment about their online life this framework can give you a deep dive into the lived online experiences of young people from KS2 to 18

Home Life

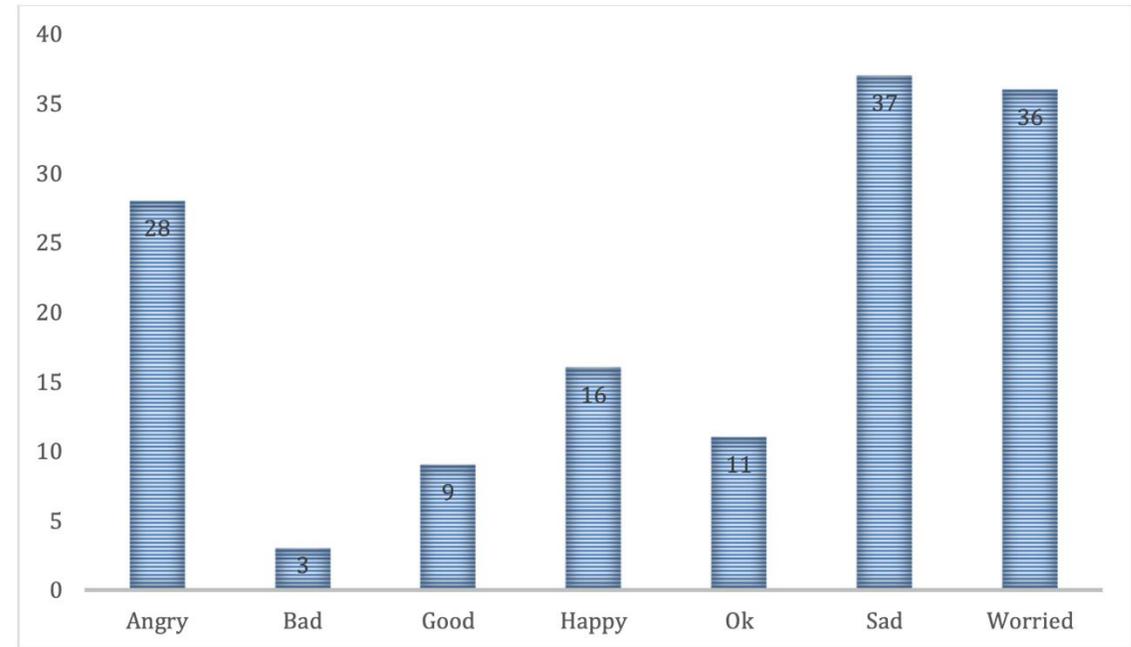**Key Thought:** Connection between poor sleep, online life and social media and readiness for learning

Key Thought: Connection between poor dinnertime and family experiences. Where do children now go for their relationships?

Legend: ■ Angry ■ Good ■ Happy ■ Ok ■ Sad ■ Worried

Categories: Bedroom and Sleep, Dining Room, Dinnertime, Eating, Family, Garden, Playing

School location by 5 or more student ranking
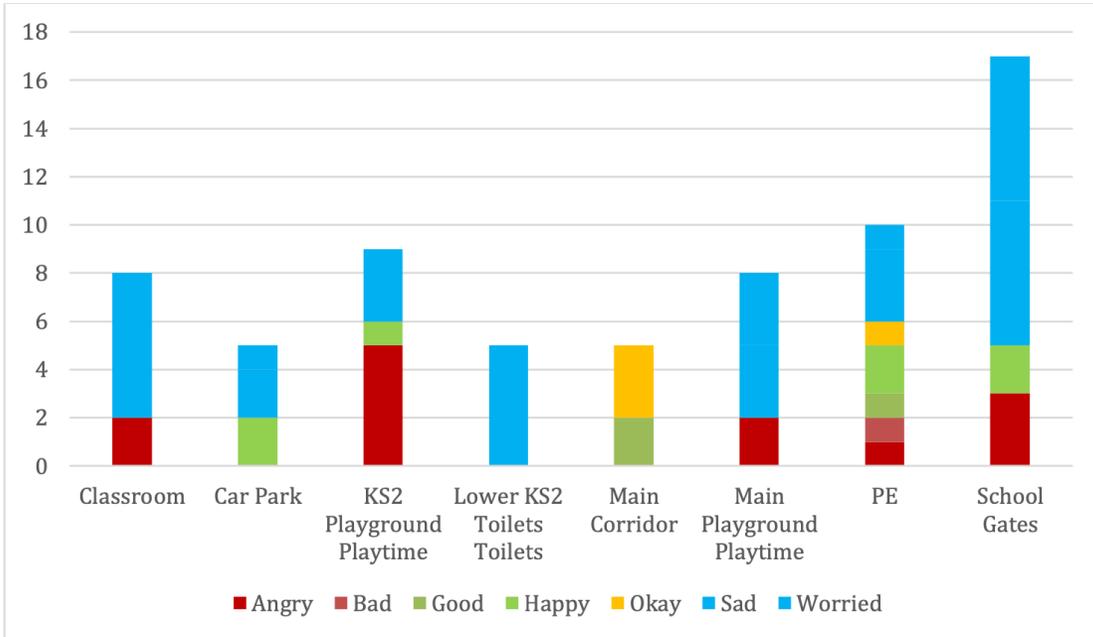
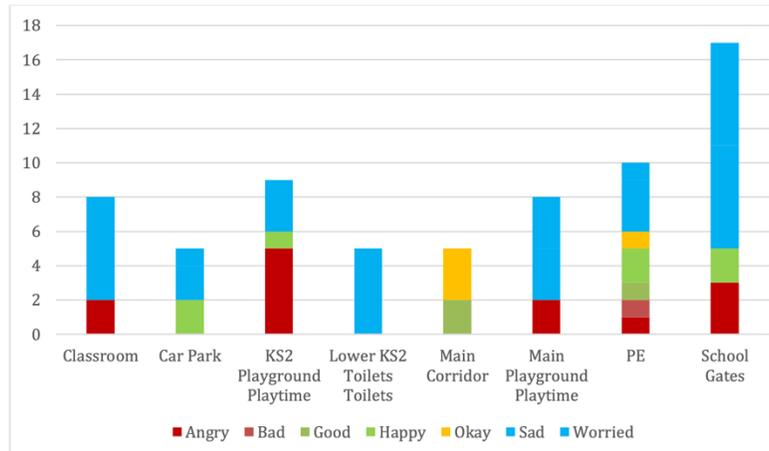**Specific Locations: School**

Poor sleep patterns, challenging home life, excessive online life that can cause sadness and worry transfers to children not being ready to learn
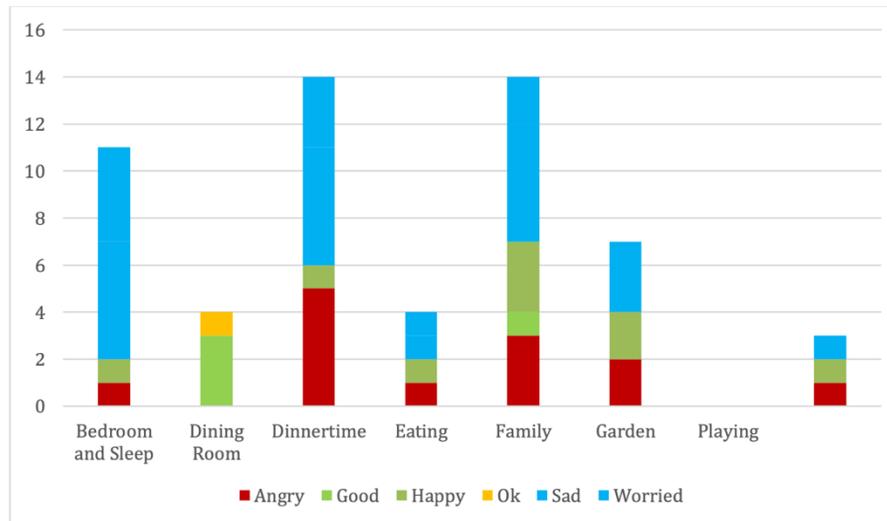
Student Ranking by Online Location
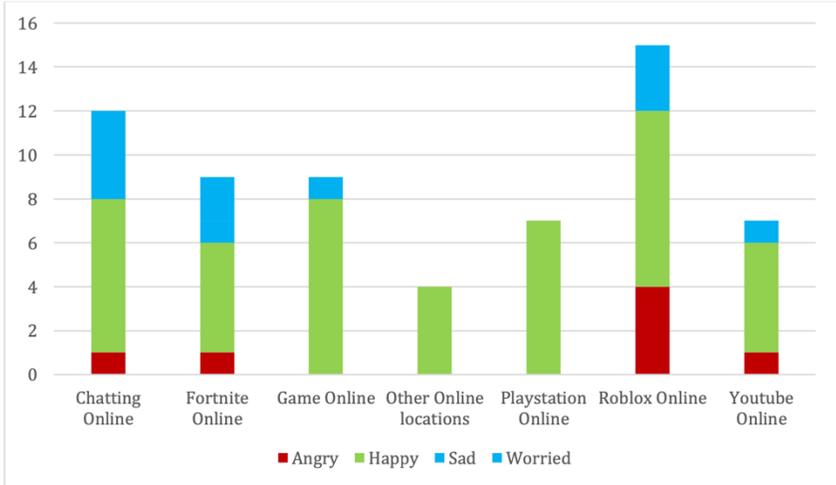
**School location by 5 or more student ranking**

Home Life

This framework has the capacity for you to understand the lived experiences of students from Key Stage 2 – 18. By doing so this can inform primary schools as how they can prepare students for 11 – 18 learning and secondaries can have a far deeper understanding of the needs and concerns about the primary school students have as they enter their schools.

# Deep Dive: **Community - Relationships**

Friendships by Category
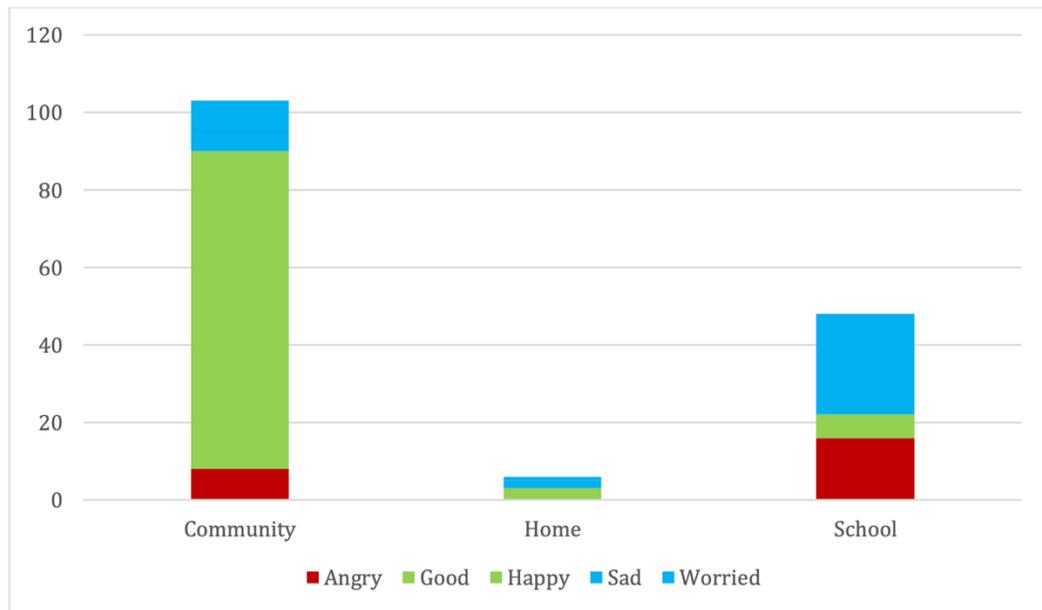
Specific Locations: Friends

Young people and children, as they grow older, will naturally move into wider contexts to develop friendship groups. Where do young people find these relationships? Are they healthy? Does their "happiness" and related relationships reflect the type of happiness and safety that those responsible for safeguarding students would support?
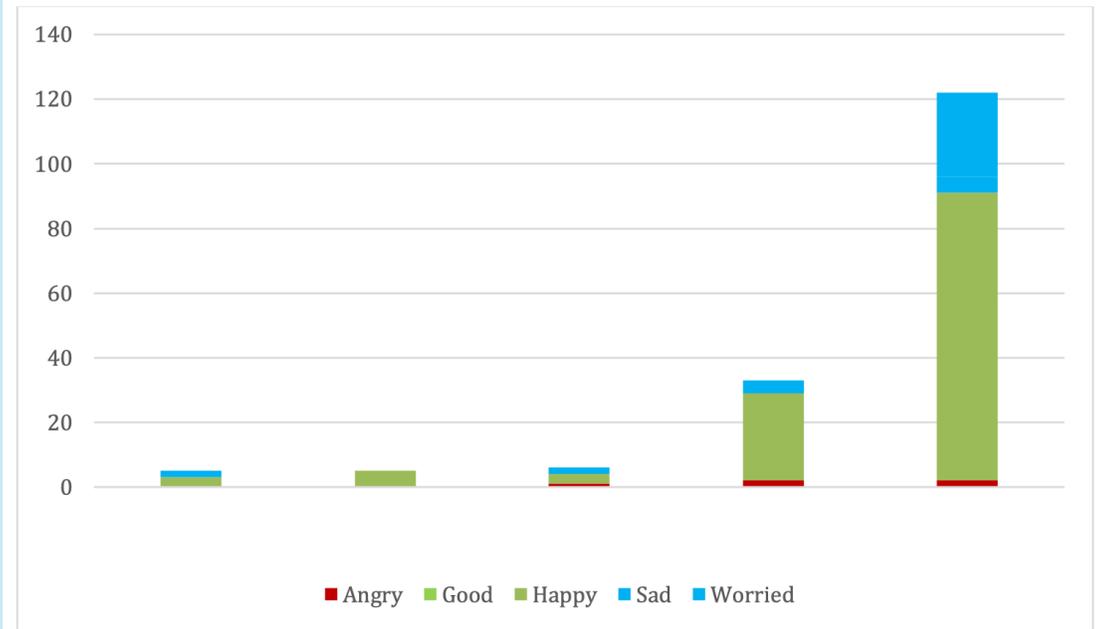
The Student **Voice**

Specific Locations
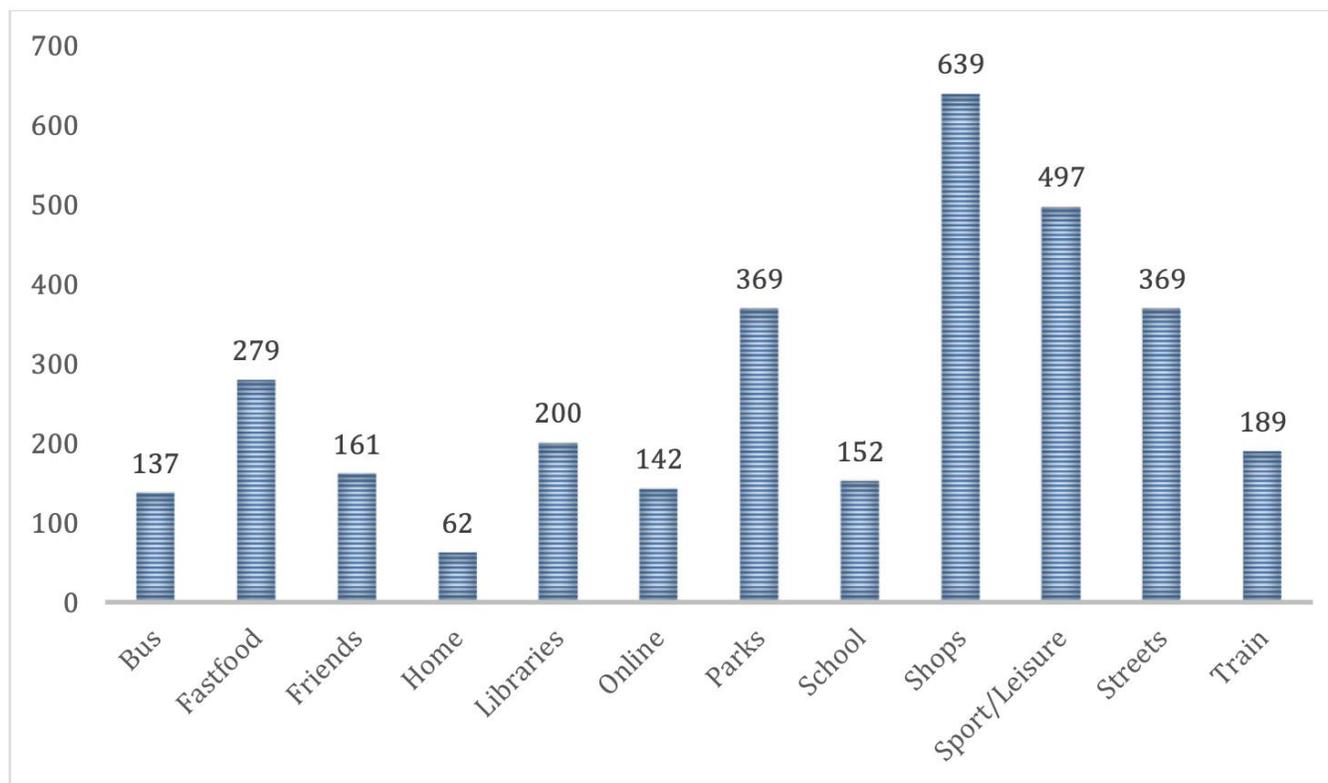
Key Thought:
Pupils commented most on areas where there is less adult supervision

Key Thought:
Through understanding community life we can start to see where and young people form relationships and if this is healthy

Location	Value
Bus	137
Fastfood	279
Friends	161
Home	62
Libraries	200
Online	142
Parks	369
School	152
Shops	639
Sport/Leisure	497
Streets	369
Train	189

Deep Dive: **Your Community - Transport**

Specific Locations: Fast Food

Student Submissions:

"[X] The shop has bad people on the evening, especially during winter it gets dark earlier"

"[x] All the teenagers go there and they probably carry knives and drugs there"

"[x] it makes me feel happy because my family works there"

"[x] I am happy here because I go here with other people and this is a safe place where i cannot harmed"

Key Thoughts:
Are these venues the breeding ground for healthy relationships?
Could the popularity of these venues be an opportunity to prevent future harms through safeguarding training and partnerships with fast food companies?

The Student **Voice**

Specific Locations: Parks
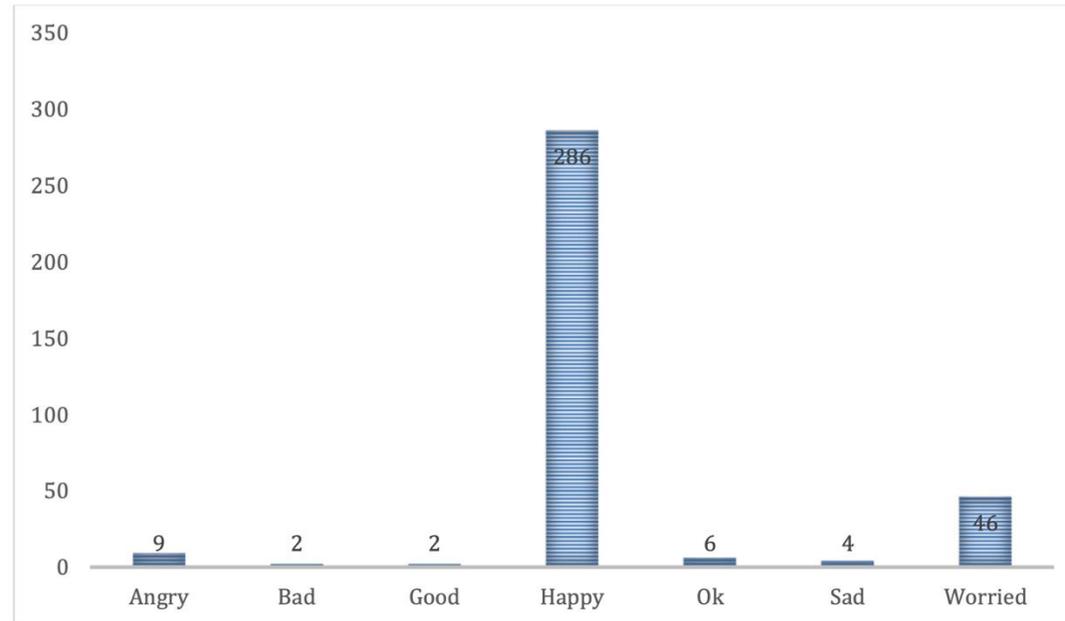
Key Thoughts:
Are these venues the breeding ground for unhealthy relationships?
What venues do older students have access to?
Would we support unsupervised mixed age interactions in schools?

Student Submissions:

*"What makes me worried is the fact that there are lots of children (that look about 13-16) that are in the park, and they are **doing lots of bad thing**s, and sometimes even vaping. They also sometimes hog some of the things in the park, so children much younger never get to play properly. They also swear a lot, which personally just **makes me feel uncomfortable.** I don't know if I wrote something based on the concept of this, but anyways, thanks for reading."*
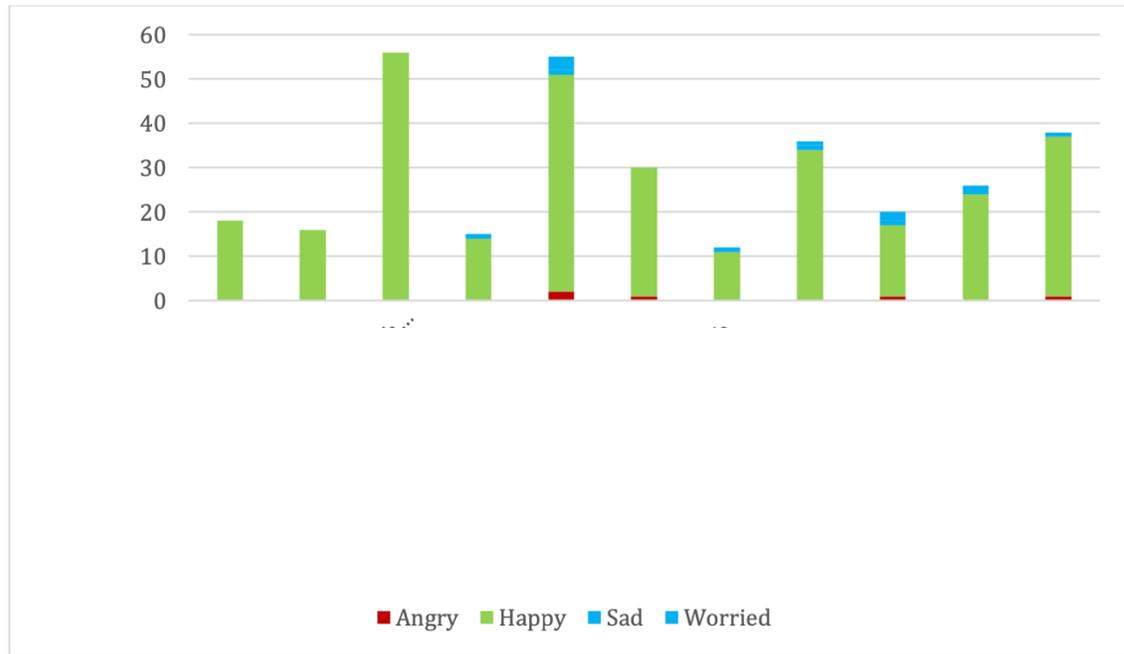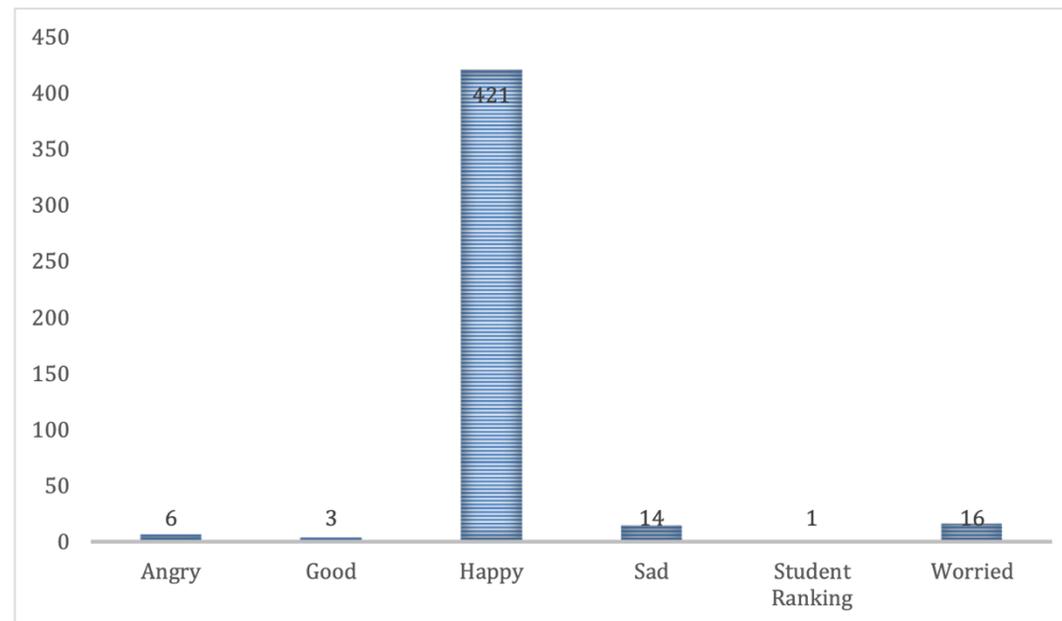
Key Thoughts:

Learning from what is working well and replicating these contexts is a key part of our work. Faith, Sport and Leisure facilities, in the main, provide mentorship, purpose and direction for children and young people and the opportunity to develop healthy relationships with like minded young people.

Specific Locations: Libraries

Key Thoughts:

Could more consistent use of the tool across all pilot schools be used to assist the local authority with making informed decisions about local authority services? Could this be especially relevant in relation to contextual data about online, home and community life and where young people are forming extra-familial relationships.

The Student Voice

Key Learning

Enhances protective capacity of essential services.

Having a common language and framework between services dramatically improves the ability of those services to safeguard children
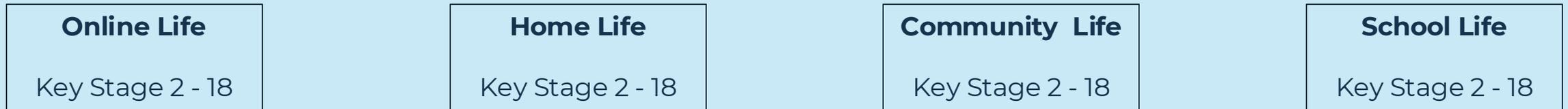
Strengthens schools' strategic role in safeguarding.

Builds community unity around children's needs.

Empowers young people with a direct voice in the support system

The Student Voice Framework helps leaders better understand and respond to complex challenges such as online safety, mental health, and emotional well- being by revealing the often-hidden connections within a child's day-to-day experience.

Developing relationships over time and through different but inter-connected contexts

Online Life	**Home Life**	**Community Life**	**School Life**
Key Stage 2 - 18	Key Stage 2 - 18	Key Stage 2 - 18	Key Stage 2 - 18

Through shared understanding of the different contexts we can understand and prevent harm
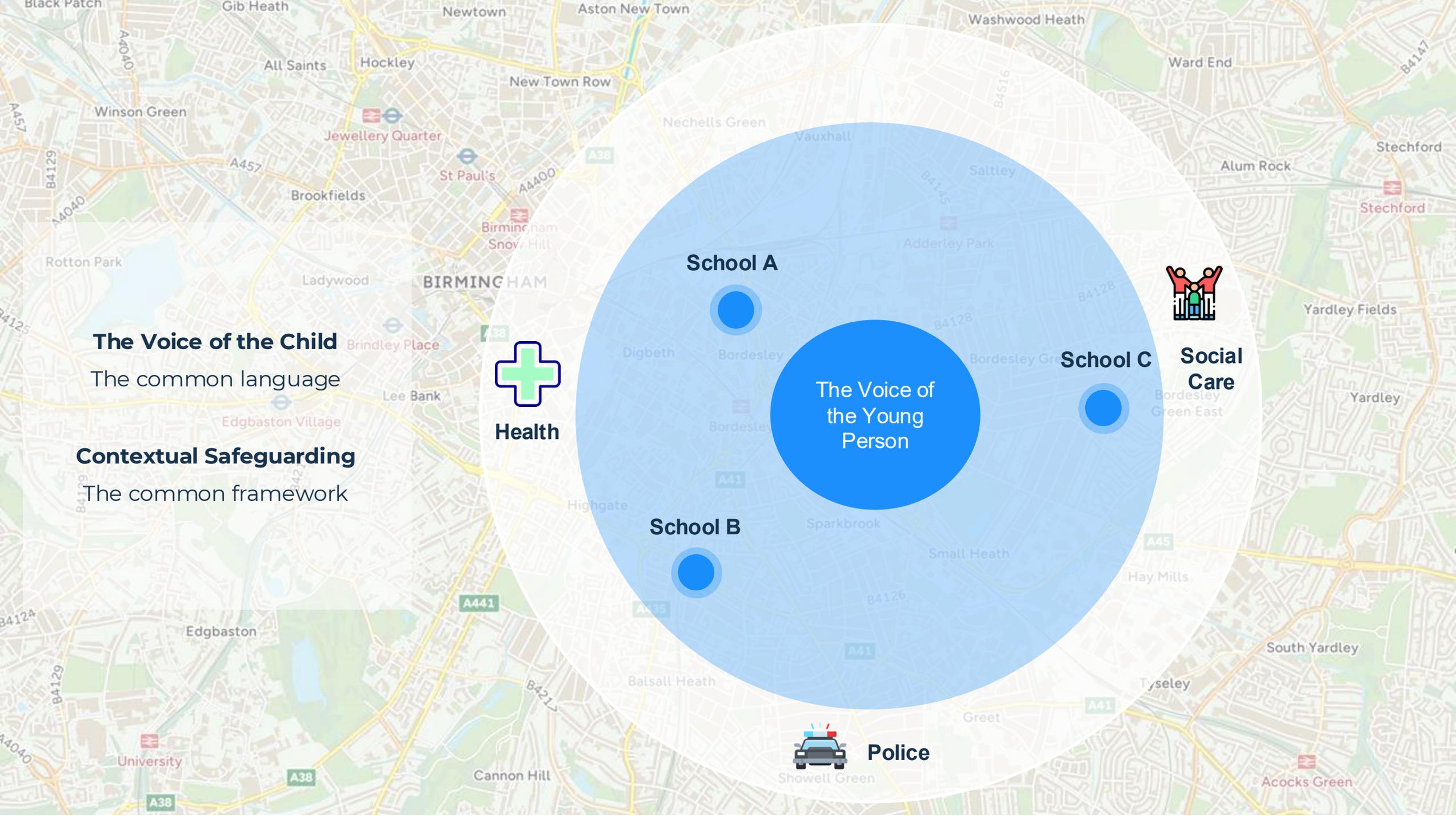
The Voice of the Child
The common language

Contextual Safeguarding
The common framework

Health

School A

The Voice of the Young Person

School C

Social Care

School B

Police

The Student **Voice**

Next Steps to **increase protective capacity over the next 27 months:**

Further Embedding and Usage:

Explore ways to:
 - Increase school participation.
 - Promote consistent tool usage.
 - Integrate the tool into school culture.

Develop Anonymised Information Sharing with Essential Services:

 - Improve anonymised data sharing to help essential services further understand young people's lived experiences.

Feedback to Young People and Children:

 - Build stronger relationships with young people to enhance trust.
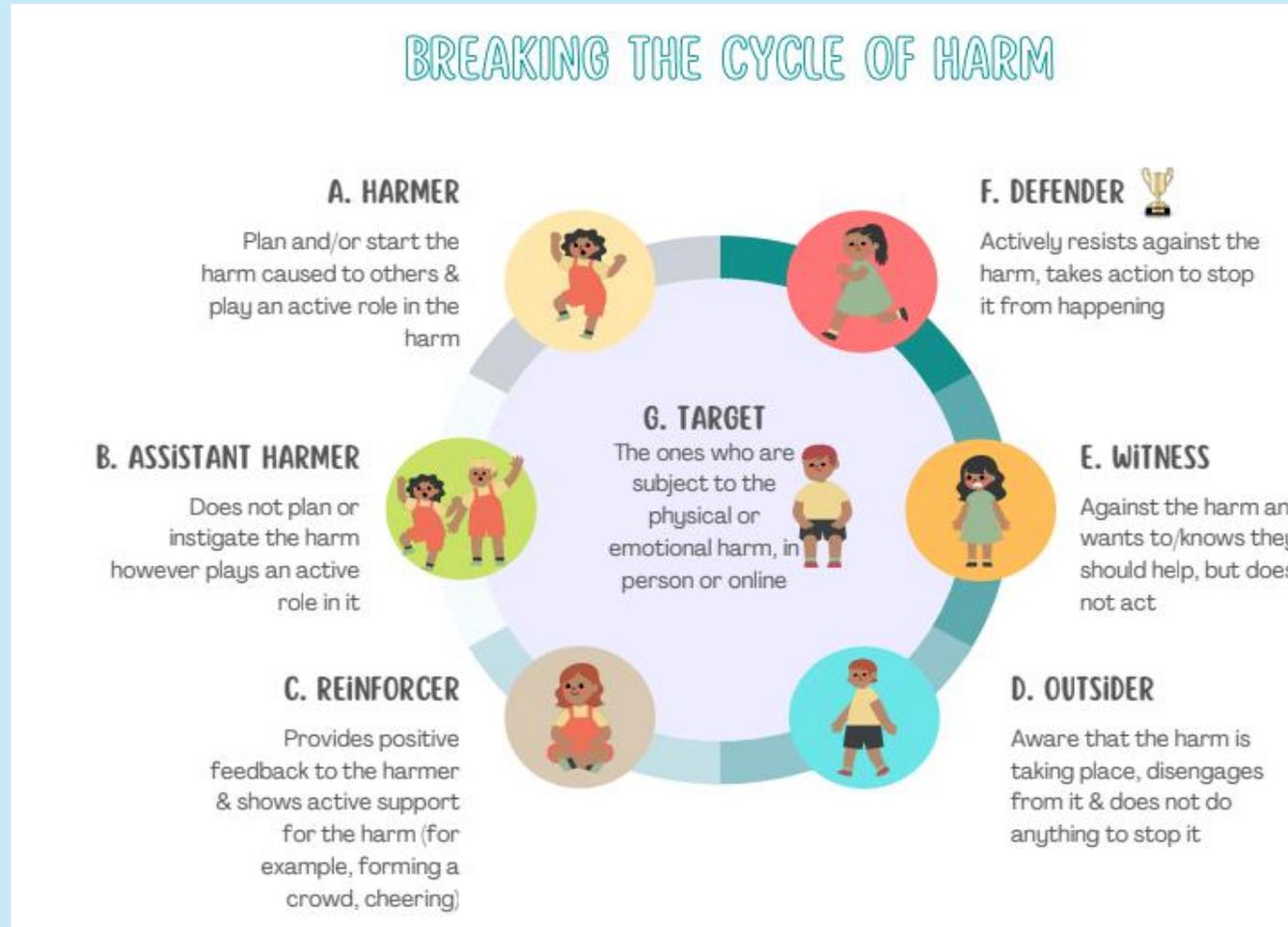 - Create a feedback loop from essential services to show young people they are heard and understood

The Student Voice

Discrimination

Bullying

Sexual Harassment

Sexual Violence

Online

In social groups

At School

In the Community

BREAKING THE CYCLE OF HARM

A. HARMER
Plan and/or start the harm caused to others & play an active role in the harm

B. ASSISTANT HARMER
Does not plan or instigate the harm however plays an active role in it

G. TARGET
The ones who are subject to the physical or emotional harm, in person or online

C. REINFORCER
Provides positive feedback to the harmer & shows active support for the harm (for example, forming a crowd, cheering)

F. DEFENDER 🏆
Actively resists against the harm, takes action to stop it from happening

E. WITNESS
Against the harm and wants to/knows they should help, but does not act

D. OUTSIDER
Aware that the harm is taking place, disengages from it & does not do anything to stop it

Source: ASC Consultancy

Our Goal: Break the Cycle of Relationship Harm To Prevent Future Harm

The Student **Voice**
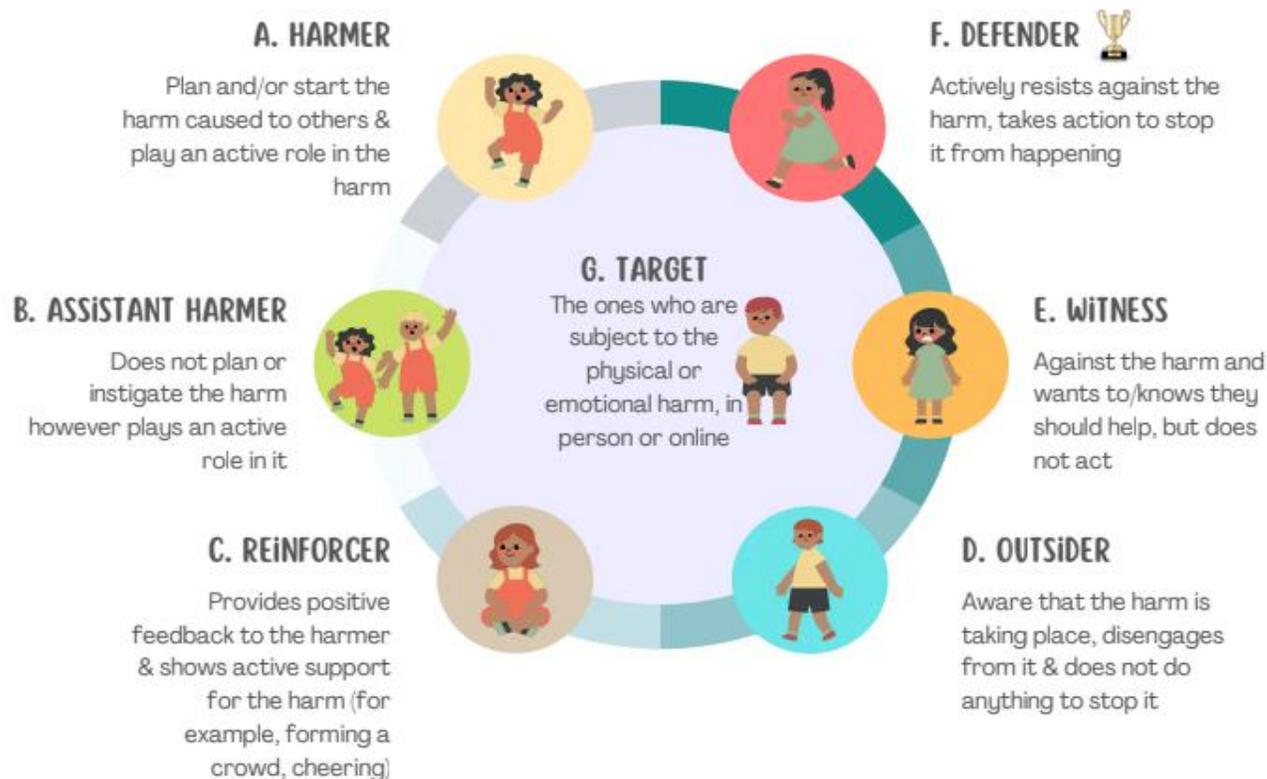
A+B+C=
Snitch Culture

D+E+F=
Active
Community

BREAKING THE CYCLE OF HARM

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Plan and/or start the harm caused to others & play an active role in the harm

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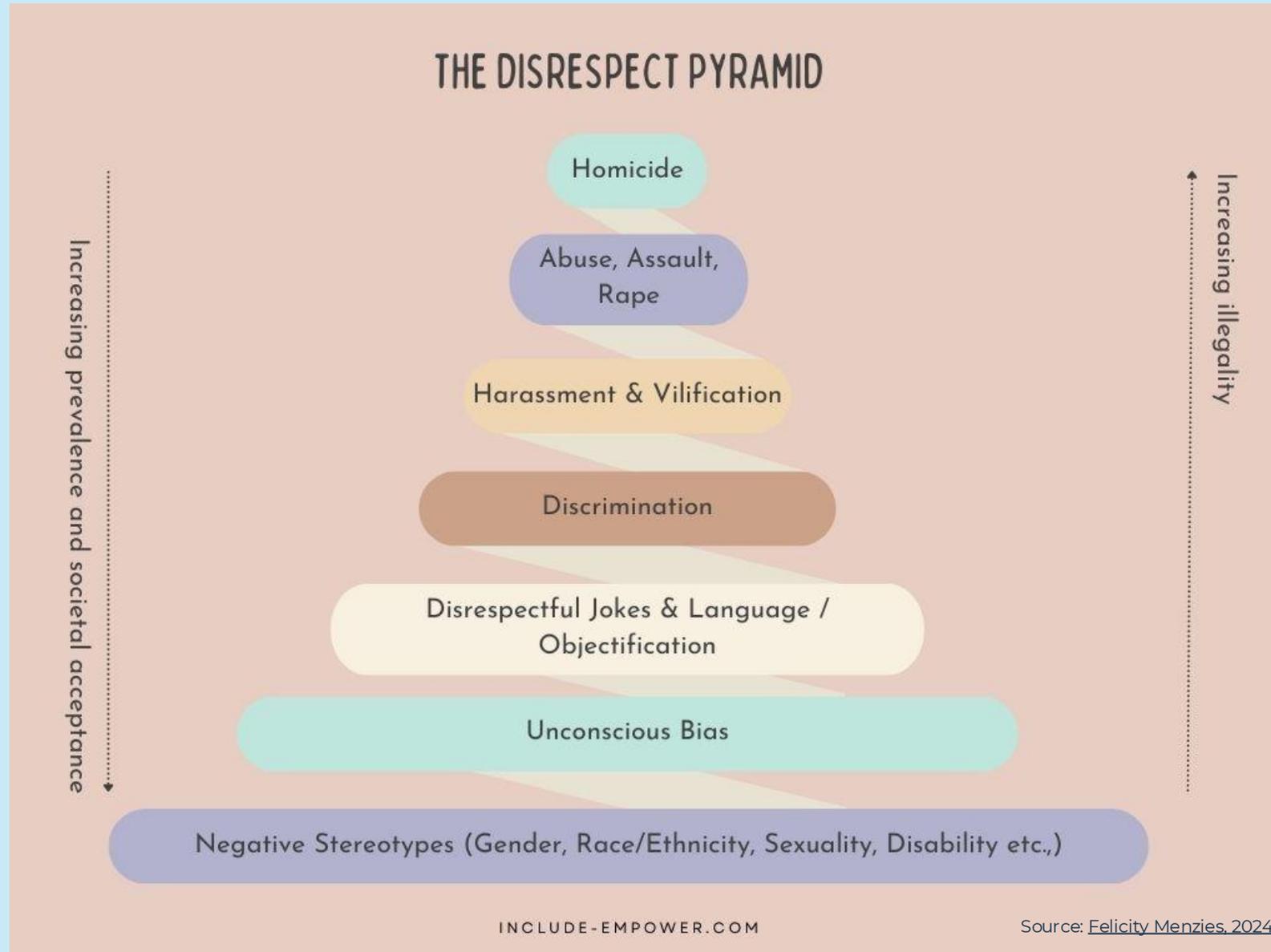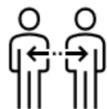
Source: ASC Consultancy

B and C are connected to D,E, and F through FEAR of being G

Aligning processes and interventions to school values embeds safeguarding into teaching and learning and the culture of your school and gives measurable value and purpose to your work

VALUES IN ACTION

Compassion — Advocacy

Principled — Bystander — Intercultural community

Open minded — Restorative

The Student Voice
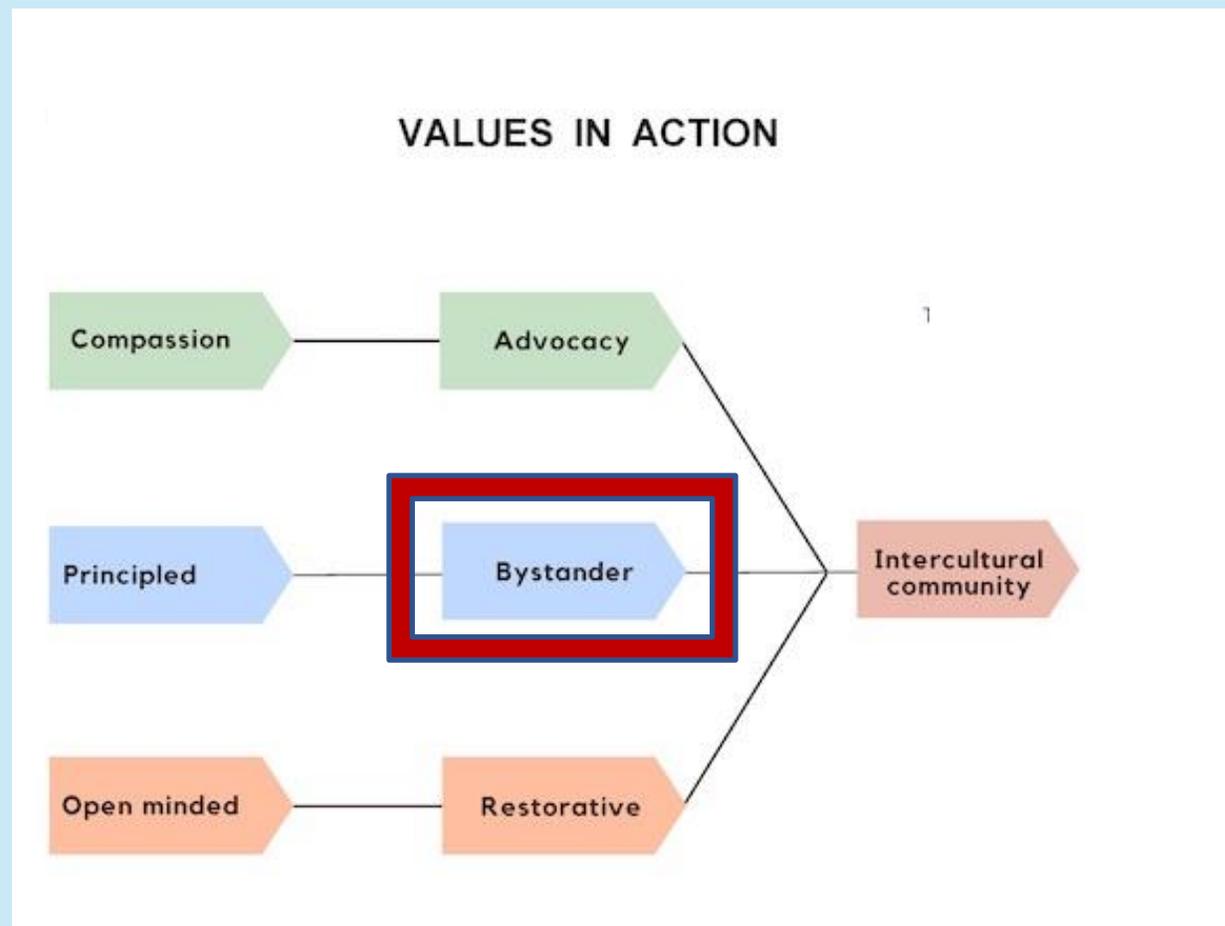
Adopted the 4 D Approach:

Direct Action
If you choose to take direct action – we show you how to speak up assertively and with confidence without being aggressive.

Distraction
If you go for distraction – we give you tools to take the sting out of any awkward situation. Distraction can often be more than enough to handle an awkward moment – and is very effective in contributing to positive culture change on a broader scale.

Delegation
Delegation is the option which involves telling someone else. We equip you with confidence building techniques and language tips to help you report unacceptable behaviours and escalate problems with integrity.

Delay
If you choose to delay your intervention, we share with you the benefits of waiting – and how to turn any hesitation on your part to your advantage.

"In the end we will remember not the words of our enemies but the silence of our friends."

Martin Luther King

Student led, developed and taught training courses for teachers, staff, pupils and parents in the 4D approach to active bystanding

Universal 4D approach gives our community a common language, approach and level of expectation for addressing ALL forms of relationship harm

Course content was created through work in the drama curriculum

The 4Ds Model

Direct   Distract   Delegate   Delay
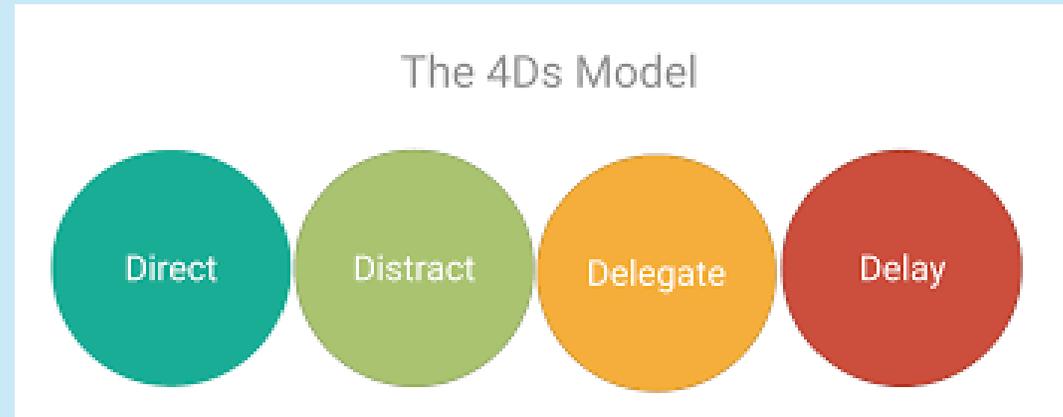
Train the trainer program allowed peer mentors to teach this course through the school to younger students

Course format created through Media/film making courses

☐ Abuse ☑ Active Bystanding ☐ Bullying Incidents ☐ Child on Child Abuse

☐ Safeguarding Concern ☐ Surrey Effective Family Resilience Level

Active Bystanding Subcategories

☐ Delay ☐ Delegate ☐ Direct ☐ Distract

Please identify both the parent category and sub-category

The Student Voice

3 questions to frame our thinking and development:

1. Can understanding and addressing issues of extra-familial harm be part of a school's **culture of learning**?

All schools have mission statements and related school values that can very often support our pupils in managing issues of extra-familial harm, which can often be linked to school cultures.

2. Can **pupils be part of the solution** to changing the context of extra-familial harm?

Enabling and empowering young people to contribute towards strengthening our approach in combating extra-familial harm.

3. Can enabling student voices through a child's formal education ultimately benefit **future communities and societies**?

Will authentically enabling student voices during a child's formal education positively influence the communities that those students go on to become part of. As with all aspects of a child's education our hope and intention are that they become positive contributing members of society. If taught appropriately, what positive benefit could teaching young people to use their voice effectively have on our society?

The Student Voice

Doing The Right Thing For Our Children

- Know our communities are **safe**

- Know the safeguarding **issues** our young people really face

- Know our safeguarding interventions are **effective**

- Provide **authentic opportunities** for your young people to engage and be positive and active members of their communities

Do The Right Thing For Our Organisation

- **Evidence** KCSIE and Working Together to Safeguard Children as active documents in your settings

- **Facilitate** local authority partnerships to enable effective safeguarding

- **Strengthen** your safeguarding culture in the eyers of the inspectorate

Do things right and do the right thing through a contextual safeguarding lens that seeks to understand the voice of the child

The Student **Voice**

Support Safeguarding Professionals to know **"How "** to Manage the ever evolving and growing **"What"**

Contextual Safeguarding Framework

Understanding the Voice of the Child
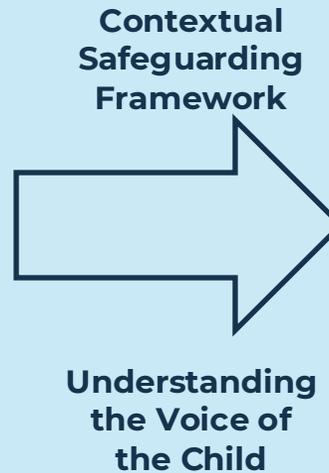
Can increasing our **protective capacity** allow us to all stay in the boat and work together to safeguard children and **prevent future harm**?

Thank you

We welcome your questions