



Do now: What do you think?



Casey has been having a really difficult time recently and needs help.

1. Who can Casey speak to for help?
2. What might Casey say?
3. When might someone need to ask for help?
4. Where might they find reliable sources of help?
5. Why might they need help?



5:00



28th May 2021

Today I will learn about making disclosures and reporting abusive behaviour



I can demonstrate confidence in how to identify trusted adults and access support services

I can explain why, when and how someone might report inappropriate behaviour

I can recognise inappropriate, non-consensual, or unwanted behaviour



S4S:

- Identifying and accessing help and support
- Developing and maintaining a healthy self-concept
- Active listening and communication



Key terms

Steps to success

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Disclosure - The act of making something known or revealing something that is not well known, or a secret.

Consent - Permission for something to happen or an agreement to do something

Abuse - Any incident or pattern of incidents of controlling, coercive, threatening or violent behaviour,

Repeat these terms aloud three times

Form a contextual sentence in your booklet for each key term

3:00



Relationships at home

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TASK:

1. List as many examples as you can, of positive family relationship behaviours (these should be generic ideas rather than specific examples from your own family). Also list feelings that people experience in positive relationships.
1. Next, list possible examples of negative family relationship behaviours, and any feelings associated with these (try not use use personal examples).

Be ready to share your ideas...

Suggestions:

- Positive Behaviours: spending time together, shared family activities, shared meal times, structure and routine (for example bedtime, meals, etc.), open communication, agreed family rules and expectations, love and kindness, affection, laughter.
- Positive feelings: safety, trust, comfort, love, acceptance, happiness, peaceful.
- Negative family behaviours: arguing or fighting, no time together as a family, chaotic or unpredictable care, putting each other down, blamed accusations, aggression, physical or unfair punishment, secretive behaviour.
- Negative feelings: unsafe, anxious, worried, angry, sad, unsettled, confused, lost, on edge.



Understanding abuse

In the most extreme cases, negative relationship behaviours are sometimes known as abuse.

Definition: Child abuse is when a child is intentionally harmed by an adult or another child– it can be over a period of time but can also be a one-off action

Abuse can occur in different forms, such as:

- **Neglect**-the ongoing failure to meet a child's basic needs such as food and cleanliness.
- **Physical abuse** - when someone hurts or harms a young person on purpose, for example hitting.
- **Emotional abuse** -this involves the continual emotional mistreatment of a young person, for example deliberately trying to scare, humiliate, isolate or ignore.
- **Sexual abuse** – when a young person is forced or tricked into sexual activity

If anyone is concerned about themselves or someone else, they should seek help as soon as possible.

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RETRIEVAL: KNOWLEDGE CHECK!



Questions:

1. Give three examples of different conflict styles
1. What does the word “disclosure” mean?
3. Name the four main types of abuse

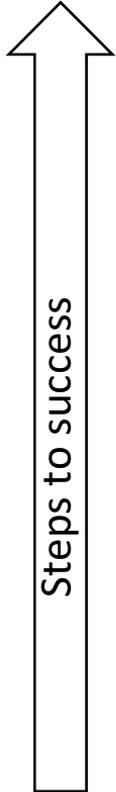
Answers:

1. Forcing, compromising, collaborating, sharing, withdrawing.
1. The act of making something known or revealing something that is not well known, or a secret.
1. Neglect, physical, emotional, sexual.



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Lockdown scenarios

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READING TASK:

Read through the two scenarios in your booklet and answer the following questions:

1. What sort of abuse has the character experienced?
2. What signs might there be that something is wrong when they return to school?
3. Who might notice they need help?
4. Who might the character (or others who are concerned for them) speak to about getting help?



5:00



Lockdown scenarios: Feedback

Suggestions:

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- Jayleigh has experienced physical and emotional abuse. She might have bruises or other injury marks, and her behaviour might have changed, for example becoming more withdrawn or more defiant/aggressive in school. Her tutor, teachers or friends might start to notice these changes. If she has been able to connect with others since lockdown restrictions have lifted, other family members (aunt, uncle, grandparents) might also have become concerned about the family relationship and might speak to Jayleigh or her parents about what has been happening at home, or raise their concerns with the school or support services.
- Brian has experienced sexual abuse from someone online, who manipulated him into sharing images. This is not Brian's fault. Brian might be showing significant changes in his behaviour when returning to school, for example, being more withdrawn, losing interest in things he previously enjoyed. Brian's parents, family, friends or teachers might notice these changes. Brian could report what happened to CEOP (Child Exploitation and Online Protection command), the police, or a trusted adult such as a teacher or parent who could support him in making a report.



Telling someone...

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sometimes telling someone can feel difficult because of worries about how the person will react, or what might happen next, or it can be a struggle to find the words to explain what has happened.

TASK:

1. Think about the two characters in the scenarios we have looked at and explain what support would be suitable for each one e.g. friends, parents, teachers, school nurse, online services such as child line or online reporting services such as CEOP. Explain why you have chosen them.
1. Write two short scripts detailing the initial conversation between the character and their source of support. Use the example to help you.

Example: Jayleigh might choose to talk to her head of house at school. She might go to her head of year's office at break time or arrange a time when she knows the HoH will be there and available to listen. Conversation starter smight include; "Miss, I really need to tell you something important. " "Sir, I'm having difficulties with my parents and I need some help." "Can I tell you about a serious problem I have?"



Reflection...

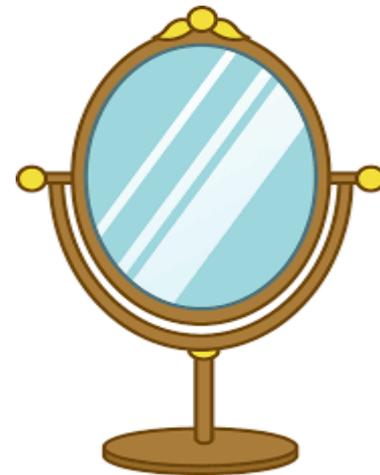
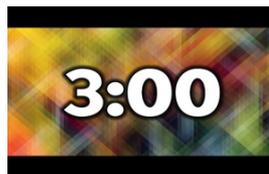
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TASK:

Revisit your ideas from the DO NOW task in the first session. Based on what we have learned since, go back in a different coloured pen and annotate anything you can now add or change.



Steps to success



Further support...

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Remember, all of the sources of support we have discussed in today's lesson are available for you to use if you ever needed to make a disclosure, either about yourself or somebody you know.

All members of staff at school are here to help, particularly your form tutor and the house teams.

External support services include:

- Something's Not Right: www.childline.org.uk/somethings-not-right
- Childline: www.childline.org.uk
- Make a report to CEOP: www.ceop.police.uk/safety-centre for reporting online sexual abuse or exploitation
- Make a report to the Police: www.police.uk/pu/contact-the-police/report-a-crime-incident

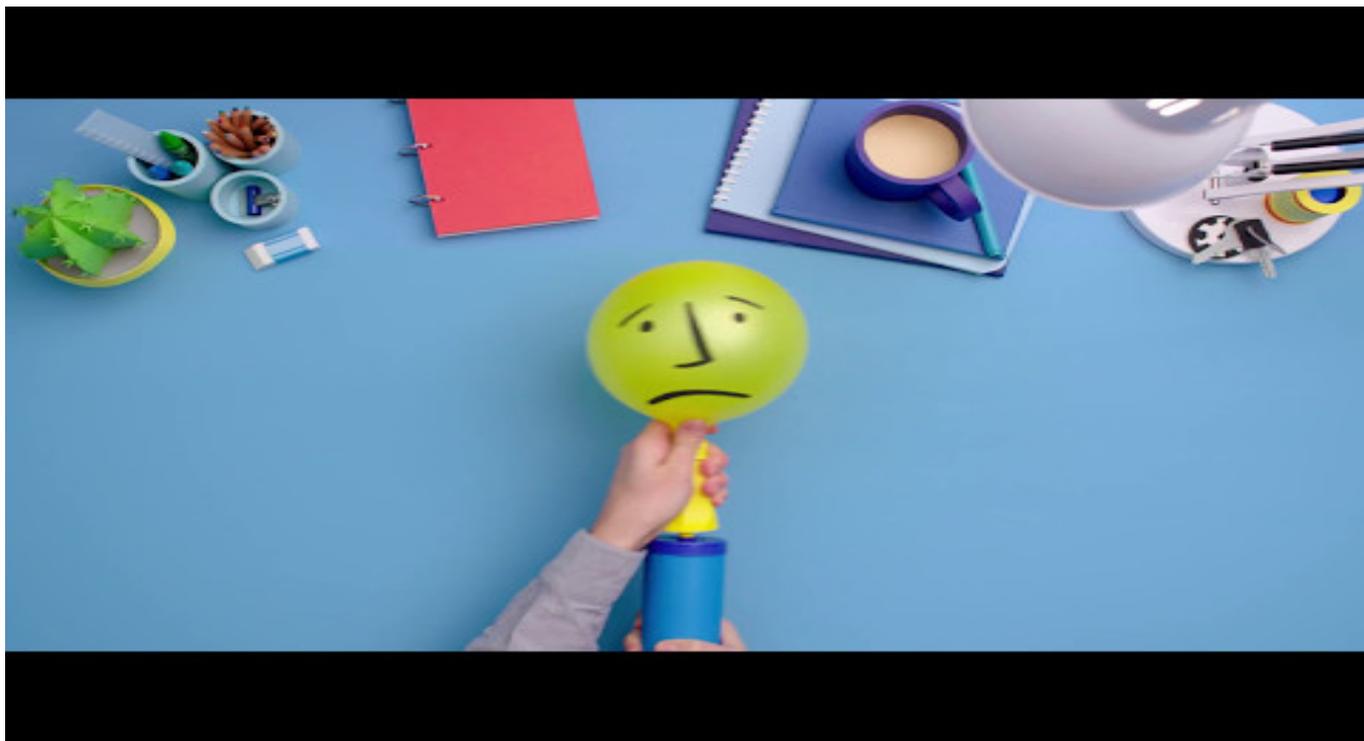


What happens when somebody contacts childline?

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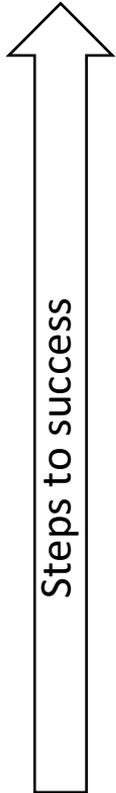
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Self-Assessment

Which steps do you think you have achieved in today's lesson?

Explain how you know you have achieved them in your green pen.