A Comparison of Safeguarding and Contextual Safeguarding Responses

Issues of safeguarding and child protection and the positive role of The Student Voice

CASE STUDY

A group of female students disclose that they recently attended a party at which a case of peer on peer harmful sexual behaviour took place. One of their female friends, was approached and propositioned for sex by a male student from the school. A non-consensual sexual act was performed during the course of the evening, both students were inebriated. Following the weekend and the party and upon return to school inappropriate images of the sexual act are being shared around the school student community. All of the students involved are below the age of 18.

Current Safeguarding Approach

The Student Voice

The Student Voice

Mission
Creating brave spaces that empower young voices and inspire society to develop safer communities

Vision
Safe communities safeguard futures

Contextual Safeguarding Approach

How do we safeguard the individuals at risk of harm or who have been harmed?

How do we safeguard young people from future harm?

IDENTIFY
The individuals involved and who are at immediate risk are identified. Information is gathered to understand the nature and extent of the safeguarding risks.

TARGET & IDENTIFY

ISSUE 1 DETECTED - HARMFUL SEXUAL BEHAVIOUR
An incident of HSB took place with minors, during the weekend, at a social gathering in a private residence with no adult supervision, with alcohol available. This incident was compounded by online sexting of the students involved, with, at best, limited adult supervision.

ISSUE 2 DETECTED - SEXTING
The incident of sexting took place online and whilst the harm would take place both on and off the school site, adult supervision in this context is, at best limited. Appreciation and respect for school policy, the law and PSHEE learning appears limited. Once again, the social fields and rules of adolescent life appear to have taken precedence.

ASSESS
The incident of HSB took place in a context that was beyond direct adult supervision and in which the social fields and rules of adolescent life may well take precedence over school rules, the law, PSHEE learning and school policy.

EXTRA-FAMILIAL PARTNERS:
- Teachers and school leaders
- School Parent Community
- Student Leaders

EXTRA-FAMILIAL PARTNERS:
- Teachers and School leaders
- School Parent Community
- Alumni
- Venues that may serve alcohol in the vicinity of the party
- Youth Engagement Police Officer for the local area

INTERVENE
Interventions will be based on the following contextual facts and be related to legislation, partnerships and outcome measures

HSB
- harm took place during the weekend
- social gathering in a private residence
- no adult supervision
- alcohol available to minors

SEXTING
- online through sexting
- limited adult supervision, at best

THE ROLE OF THE STUDENT VOICE
Sharing such sensitive information is extremely challenging for young people and The Student Voice tool provides a safe and brave space for them to do so. Anonymity of the reporting student(s) is guaranteed, unless the students wish to be identified.

THE ROLE OF THE STUDENT VOICE
The Student Voice Page would allow students to safely and anonymously, if they wish, report this incident. They would be able to share the location of the incident using the mapping feature provided, as well as the date and time of events. This will be key for measuring future outcomes and for future data analysis

LEVEL OF NEED
Information is shared with social care and the incident is reported to the police. The school will partner with and follow the guidance of the Police and social care. Through a joint strategy meeting the level of need is identified: universal, early help, targeted or specialist
Police will investigate the case

LEGISLATION
All relevant policies are reviewed to ensure that they support the different life experiences and social contexts that young people face.

Key questions form the review:

Does the community understand these policies and their importance and relevance in supporting young people, inclusive of parents and venues that serve alcohol in the local area?

Do those that are creating harm understand the impact of their actions and the law?

Do those that are witnessing harm understand their responsibility to report incidents of HSB?

Does the school provide a robust and varied system of opportunities for students to report incidents of HSB?

Do young people have confidence in these systems?

THE ROLE OF THE STUDENT VOICE
The DSL will assign and record actions, based on the linked local authority guidance and KCISE which is available on the Student Voice database, controlled by the DSL

How The Student Voice can benefit both approaches

THE ROLE OF THE STUDENT VOICE
Information shared by students through The Student Voice Page will be able to provide real time answers to these questions and allow for ongoing data analysis, possible targeted support and the related need to develop stronger and more trusting relationships between students and teachers. The fact that the school offers the Student Voice reporting tool will develop trust and confidence in the school's desire to address such issues.

SUPPORT
Based on the level of need identified and the response from the police and social care, support is provided to all of the young people involved in this issue. This would include risk assessments and appropriate information sharing to maintain the safety of all the young people involved in the case.

PARTNERSHIPS

HARMFUL SEXUAL BEHAVIOUR
Teachers:
Training in relation to:
- Defining terms
- Understanding the law in relation to HSB
- How to recognise and manage instances of HSB
- How to manage disclosures of HSB
- How to develop trusting relationships with students and serving as excellent role models

Students:
Learning opportunities are provided to explain and define HSB and to outline behavioural expectations. Students are also provided with the opportunity to learn and discuss how they can address such issues within the social contexts that they live, including when they are not supervised by adults, are outside of the school day and are online. Students are also given the opportunity to use their voice during PSHE/RSE lessons through action/campaigns/awareness raising e.g. NSPCC - Promoting positive relationships in schools and communities

Alumni:
Actively seek support and guidance from ex-students to understand the extent of this issue and student culture that allows such behaviour to happen. Seek role models who can advise and support the school and current student body.

Parent community:
Learning opportunities are provided to explain and define HSB and to outline behavioural expectations. Parents are also provided with the opportunity to learn and discuss how they can address such issues within the social contexts that their children live and how parents may inadvertently contribute to a culture of HSB and how they can support the school community in addressing such issues.

Venues that may supply alcohol to minors and the Youth Engagement Police Officer for the local area:
DSL works with the police and local venues to seek support and raise awareness of issues.

SEXTING
Teachers:
Training in relation to:
- Defining terms
- Understanding the law and duty of care in relation to sexting
- How to recognise and manage instances of sexting
- How to manage disclosures of sexting
- How to develop trusting relationships with students and serving as excellent role models

Parent Community
Learning opportunities are provided to explain and define sexting and to outline behavioural expectations. Parents are also provided with the opportunity to learn and discuss how they can address such issues within the social contexts that their children live and how they can support the school community in addressing such issues

Student Leaders
DSL and pastoral leaders work with student leaders across the school to both understand the student culture that promotes such behaviour and how these issues can be addressed, risks mitigated, and the culture changed

THE ROLE OF THE STUDENT VOICE
All actions are date and time stamped and can be downloaded in a pdf. or csv. format and added to the relevant safeguarding/child protection folders of the students involved.

OUTCOME MEASURES
On-going support is provided to young people involved in the case to ensure that harmful behaviours have ceased, any related mental health issues are also addressed on an ongoing basis

THE ROLE OF THE STUDENT VOICE
The Student Voice provides reporting tools in many aspects of a student's life, inclusive of the impact that social media may have a student's life. This allows the DSL to track and address such issues.

OUTCOME MEASURES
Future risk of harm is reduced within the context of where the initial harm took place

All community partners understand and fulfil their role in contributing to a safe and inclusive community, inclusive of settings that are not located on the school campus and are outside of the school day. This is achieved through ongoing, dialogue, training and information sharing.

Students are able to recognise and address issues of HSB, inclusive of feeling confidence in the school's processes that will allow them to come forward and raise issues

THE ROLE OF THE STUDENT VOICE
The DSL will track any further student reports in relation to the students involved in this case and take appropriate action to support those at risk

THE ROLE OF THE STUDENT VOICE
The DSL tracks reporting patterns in relation to issues of HSB and Sexting within the contexts highlighted. In particular, do students report that they feel safer in such contexts? The DSL asks for targeted feedback in these areas to assess if interventions have had a positive impact. The Student Voice can easily track and evidence such information over time.

Safeguarding individuals who have experienced harm and abuse is of obvious and paramount importance. Working to address the context of such instances of abuse and harm that take place beyond the family can allow organisations to prevent further harm taking place, beyond the case in hand. The Student Voice is a key tool in promoting and developing far-reaching and positive responses for both those that have experienced abuse and for developing contexts to prevent future harm.

The Student Voice

Seeking to create brave spaces that empower young voices and inspire society to develop safer communities