



Solihull
METROPOLITAN
BOROUGH COUNCIL

Healthy and Safe Relationships



A practical resource for professionals
working with young people

Acknowledgements

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Resources that have supported this piece of work have been cited throughout.

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Introduction and context

This resource, based on one that was developed to support the delivery of Sex and Relationship Education within Solihull Schools, has been written to support professionals in addressing issues relating to sex and relationships with the young people with whom they are working. These issues are not easy to discuss 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 sexual exploitation of young people in the UK with increasing risks posed by new communication technologies;
- Sexually exploited young people range in age from 4 -19, with 15 being the peak age (www.local.gov.uk/cse)
- There is a real 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, www.nspcc.org.uk/inform).

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.

Before using this resource, it is imperative that you have a full understanding of, your organisation's Safeguarding policy and procedures, as it is possible that this work may lead to disclosures and Safeguarding concerns.



Child Sexual Exploitation

We know that child sexual exploitation (CSE) is widespread. We also know from a range of reports and enquiries that sexual exploitation happens to boys and to girls from all communities across the 11-19 age range and, at times, to even younger children. In the call for evidence that supports the Office of the Children's Commissioner's Inquiry into Child Sexual Exploitation in Gangs and Groups, respondents:

'Identified sexually-exploited children and young people as ranging in age from 4 to 19 with a peak age of 15.'

(Interim Report, November 2012).

We also know that children and young people are often targeted and groomed prior to this peak age.

In terms of online child sexual exploitation, analysis of reports to the Child Exploitation and Online Protection Centre reveals that 13 and 14 year olds represent the largest single victim group.

(Threat Assessment of Child Sexual Exploitation and Abuse, CEOP, June 2013).

In a Barnardos report (Cutting Them Free: How is the UK progressing in protecting its children from sexual exploitation, 2012), it is stated that:

'Services are still seeing young children drawn into this form of abuse. Five services raised it as a major concern, identifying children as young as 11 at high risk of sexual exploitation although the majority were working with children from 13 years old.'

Thus, it is clear that it is crucial for all children and young people to learn about healthy and safe relationships from a young age, building on their learning as they develop and grow. Delaying this learning could potentially leave children and young people vulnerable to abuse.

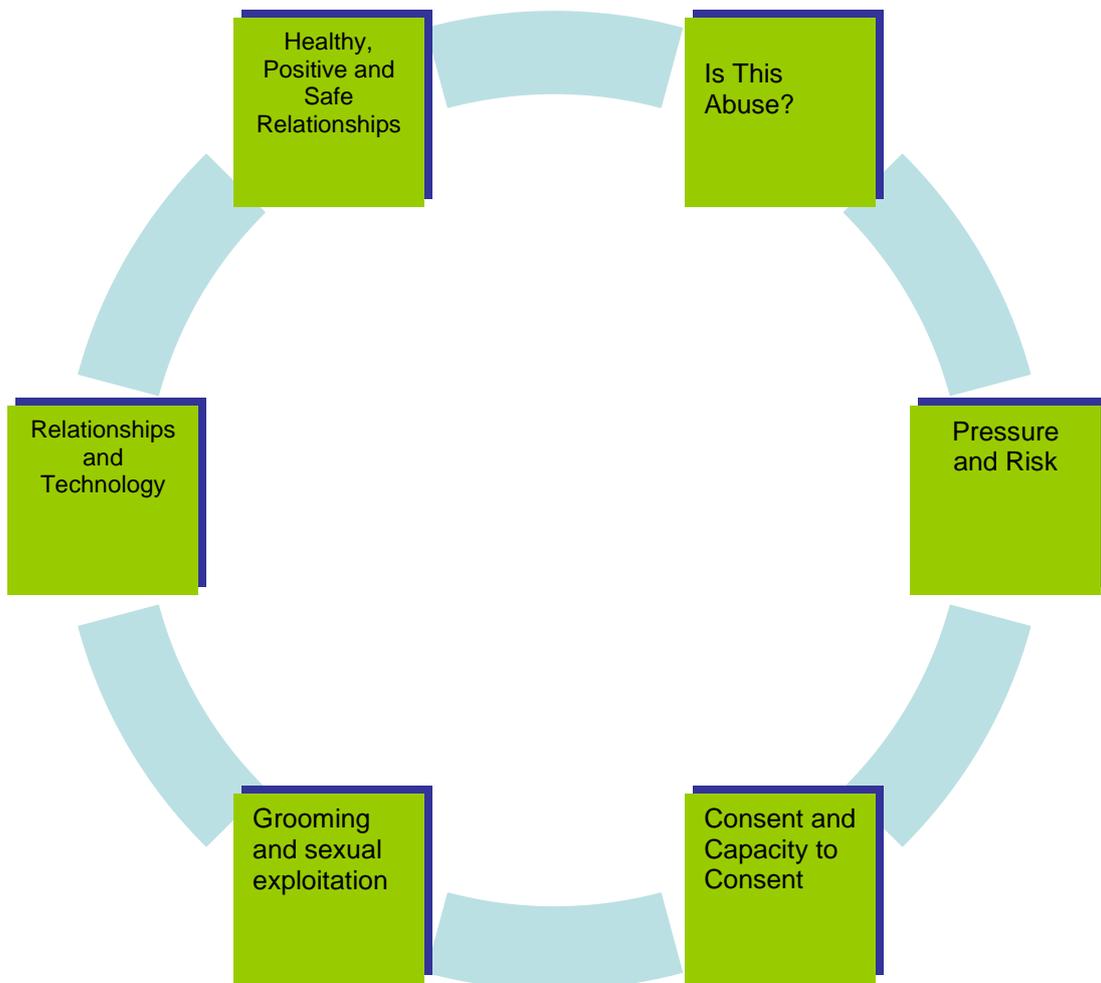
It is vitally important that we maximise every opportunity to challenge children and young people's perceptions of what constitutes a healthy and respectful relationship. A recent report from Girlguiding UK provides an insight into girls' understanding of relationships.

'Although most felt they could recognise different types of controlling behaviour in theory... they were quick to make excuses for the controlling behaviour. They readily imagined situations where it might be acceptable or even their fault. Some even found this behaviour endearing.'

(Care Versus Control: Healthy Relationships, 2013)

Resources and activities that have been suggested throughout this unit of learning are broadly appropriate for young people aged 13 – 19yrs. However, as a professional, you should be aware of the needs and vulnerabilities of each individual young person and will need to be discerning about selecting what is appropriate for each specific individual. Therefore, all media clips must be viewed by staff in their entirety and use of suggested clips must be fully considered.

There are 7 sessions within this work pack, as follows. Additional resource ideas are provided for each session in order to support further work which may be required.



Due to the sensitive nature of the work which will be undertaken by using this resource, it is vital that you are clear about confidentiality with each young person. Solihull MBC's Personal Relationships and Sexual Health Policy (page 11) suggests that "the best interests of the young person are paramount, so it is important that workers treat the personal life of young people with the same level of respect and dignity that they would expect for themselves".

It goes on to say "information should be treated as confidential and should be made available only to those who have a need to know in order to authorise or provide a service...it is essential that young people are aware from the start, that any such disclosures involving themselves or any young person will have to be passed on".

Where you have concerns relating to a young person being at risk of child sexual exploitation, you must complete Solihull's Child Sexual Exploitation Risk Assessment and follow the accompanying guidelines for action.

Procedures for what to do if you are concerned that a child or young person may be at risk of CSE can be found at:

http://solihullscb.proceduresonline.com/chapters/p_safeg_sex_exploit.html



Session 1: Healthy, positive and safe relationships

Objectives:

- To explore the different relationships within our lives
- To consider the features of positive relationships, and less positive ones

Learning outcomes:

- Able to identify the range of people who are important in our lives and the different relationships that we have
- Know what makes a healthy, positive and safe relationship and aware that we can make positive choices in our own relationships
- Able to identify where a relationship is not positive, and where we can seek support

Relationship Grid

(Adapted from the Relationship Grid, 'Friend or Foe. Who can you trust?')
combattrafficking.eu/sites/default/files/Friend%20or%20Foe.pdf

- Give young person an individual grid comprised of 3 or 4 concentric circles (Appendix 1), and ask them to put themselves at the centre. Encourage young person to split the grid into sections such as home, school, peers, wider family etc according to what works for them. The circles that branch out from the centre represent how close they feel to a person.
- Ask them to place the people with whom they have relationships, naming the relationship rather than the person, in the appropriate sections e.g. brother will usually be closer to you than teacher.
- Discuss with young person how they decided where to place people? Thinking of one of the two people closest to them on the grid, what are the positives in that relationship? Is it mutual? What characterises close relationships?

Ideal Partner vs Nightmare Partner

- Give the young person a copy of the body outline (Appendix 2 – Ideal Partner vs Nightmare Partner). Or if you prefer, give them a blank sheet of paper and some shaped post-it notes.
- Ask them to consider what characteristics/ qualities/ behaviours a Nightmare Partner may have. Write these inside the body outline.
- Discuss how you might know whether someone has these characteristics/ qualities/ behaviours. E.g. Someone may demonstrate that they are ‘controlling’ by constant texting, stopping them seeing friends etc.
- Repeat the above exercise for Ideal Partner.
- Explain that equal and respectful relationships are not just ‘ideal’, they are what everyone deserves, and that it is possible to have relationships based on the ‘Ideal Partner’ behaviours.
- Discuss some key relationships from TV or literature, exploring whether they are positive or not. You could use magazines to prompt this activity.

Further suggestions, resources and support

- ♥ The ‘Ideal Partner’ activity can alternatively be facilitated using a range of cards which young people discuss and subsequently rank in order of importance. An example can be found in the ‘Friend or Foe, Who can you trust’ resource, with different cards for each gender to prioritise. combattrafficking.eu/sites/default/files/Friend%20or%20Foe.pdf
- ♥ Positive Relationships poster, available to download from the professionals pages of Solihull’s Just For You website <http://www.j4usolihull.co.uk/professionals/resources.html>

Session 2: Is This Abuse?

Objectives:

- To further explore the characteristics of positive relationships
- To develop an awareness of abuse in relationships and of organisations that support relationships in crisis

Learning outcomes:

- Know, and be able to recognise, some of the signs of abuse in relationships and know that abuse is unacceptable
- Know where and how to access information, advice and support about abuse from a variety of sources and be able to support others in doing so

Relationship issues

(Adapted from year 10, lesson 1, 'Christopher Winter Project' resource)

Show the young person one of the Relationship Issue Cards (Appendix 3). Ask them to look at the issue and decide:

- Is this a positive or negative relationship? Is the person happy or unhappy? What is their self-esteem like?
- What could each person do to improve the relationship?
- How could they do this?
- How long do you think the relationship will last?
- Should the person stay in the relationship?

Ask the young person to prioritise the cards according to which relationship they think is most healthy, discussing the reasons why.

Every minute in the UK, the police receive a call for help with relationship abuse.

Source: Women's Aid, NSPCC and Parity

What's your advice?

- Using the 'What's your advice?' letters (Appendix 4), read through each one individually and ask the young person to offer their advice to the writer.
- What would they advise them to do? Would they take their own advice? Have they ever experienced a similar situation....and what did they do?

- Discuss what they could do/ where they could go for support if they felt that their relationship was abusive. Include Just 4 You Sexual Health & Relationships Service, Childline, Women's Aid, Teacher, Doctors, Social Worker, and Youth Worker. You could make a list of these, including the contact details, for the young person to keep.

Stress that nobody ever deserves to be abused and that anyone affected by the issues should talk to an appropriate person.

Further suggestions, resources and support

- ♥ Expect Respect: A Toolkit for Addressing Teenage Relationship Abuse in Key Stages 3, 4 and 5 (Home Office and Women's Aid, 2010) <http://www.homeoffice.gov.uk/publications/crime/teen-relationship-abuse/teen-abuse-toolkit>
- ♥ Abuse in Relationships: A Leaflet for Teenagers <http://www.homeoffice.gov.uk/publications/crime/teen-relationship-abuse/teen-abuse-leaflet?view=Binary>
- ♥ <http://www.direct.gov.uk/thisisabuse>
Excellent information for young people, signposting and movie clips, including the 'If you could see yourself' clips which could be used to support further teaching and learning
- ♥ Spiralling Toolkit and DVD (Bristol Domestic Abuse Forum). This excellent toolkit contains a specially created film, which can be downloaded, featuring domestic abuse in a teenage relationship <http://www.bdaf.org.uk/professionals/spiralling-dvd-and-toolkit>
- ♥ Students can and should be signposted to the Women's Aid dedicated website for children and young people, www.thehideout.org.uk and to ChildLine www.childline.org.uk or 0800 11 11
- ♥ Birmingham and Solihull Women's Aid can provide support in Solihull schools. Tel: 0121 742 4515
- ♥ Positive Relationships poster, available to download from the professionals pages of Solihull's Just For You website <http://www.j4usolihull.co.uk/professionals/resources.html>

Session 3: Pressure and Risk

Objectives:

- To explore young people's perception of risk
- To consider what is important to young people in situations where they face pressure, and how they might manage these situations

Learning outcomes:

- To understand what is meant by risk, assess levels of risks, and have a greater understanding of how to minimise it
- To consider situations where pressure could arise, and identify strategies to resist pressure.

How Risky?

(Taken, and adapted, from 'Friend or Foe –Who Can You Trust?', Sheffield Safeguarding Board)

- Using the 'How Risky?' cards (Appendix 5), ask young person to create 3 separate piles; NO RISK, SOME RISK and HIGH RISK.
- Go through each pile together and discuss why each card was placed where it was, challenging ideas where appropriate.
 - Why did they consider some more risky than others?
 - What level of risk is acceptable?
 - What makes some risks more acceptable than others?
- Now discuss what might happen to the level of risk if some of the risks were combined, e.g. 'Taking Drugs' and 'Going to a house you haven't been to before'.
- What could be done to minimise some of these risks? For example, making sure someone knows where you are going, making sure you have credit and charge on your phone, not accepting drinks from strangers, sticking with groups of your friends so you don't get split up etc.
- What advice would young person give to friends/ younger siblings about avoiding risk? Do they take this advice themselves? If not, why not?

Pressure

(Adapted from 'Healthy & Safe Relationships', Solihull MBC)

- Introduce the scenario...
 - Jake and Tess are both nearly 16 and they are at a party. Jake wants to go upstairs with Tess and take things further. Tess is not sure.
- What pressure might each be under to have sex, or not?
- Using the Pressure Speech Bubbles sheet (Appendix 6), ask the young person to note down some of the things that each might be thinking about pressure (peer, fear, worried about losing each other, being seen as 'frigid', 'gay' or a 'slag' etc).
- How might Tess feel if she says 'yes' when she really wants to say 'no'?
- Ask the young person to think of another situation which might involve pressure to do something which someone may not want to do (eg, stealing, alcohol, drugs, getting into cars etc). Use the Pressure Speech Bubbles to do the same activity again for this situation.
- Look at 'R U Ready?' poster, available to download from the professionals pages of Solihull's Just For You website
<http://www.j4usolihull.co.uk/professionals/resources.html>
- Discuss the questions and see what the young person thinks about each. Consider how someone might feel if they agreed to have sex, because of pressure, if they were not ready.

Further suggestions, resources and support

♥ **Drug and alcohol misuse:**

www.talktofrank.com

www.drinkaware.co.uk . If you register and log in, you will be able to download the 'Alcohol and Taking Risks' and 'Alcohol and Sexual Health' workshops <https://resources.drinkaware.co.uk/workshops>
<http://alcoholeducationtrust.org/>

♥ **E-safety:**

www.thinkuknow.co.uk/staysafe

'Friend or Foe – Who Can You Trust? A Sexual Exploitation and Relationships Education Programme' – Developed by Taking Stock & Sheffield Safeguarding Children's Board.

<https://www.safeguardingsheffieldchildren.org.uk/.../Friend-or-Foe--pdf-4-42MB-.pdf>

Session 4: Consent and Capacity

Objectives:

- To understand the need for mutual consent and that sex without consent is rape
- To consider how to negotiate consent within an equal and respectful relationship
- To consider the appropriateness of certain behaviours

Learning outcomes:

- Understand the meaning of consent, what could affect the capacity to consent and some of the implications in relationships
- Understand that consent is a positive act and that we can choose to give or to withhold consent
- Understanding the impact of certain behaviour, including whether it is appropriate or not, and whether it could be classed as abuse or a criminal offence.

What is consent?

(Taken from Solihull Youth and Community Service 'Baby Think it Over' programme)

- What does the young person understand by the word CONSENT? Note down definitions/ suggestions on flipchart/ piece of paper.
- Present the definition of consent from the Sexual Offences Act 2003:

'A person consents if she/he agrees by choice and has the freedom and capacity to make that choice'

Underline or highlight the key words: choice, freedom and capacity.

- Discuss what the young person thinks may affect consent and someone's ability, or capacity, to consent? *Should include...alcohol, age, peer pressure, drugs, 'losing face' in front of others, disabilities, perceptions of self, threats, force, self esteem etc.*
- Once you have done this, remind them that all of these reasons DO affect consent and that they should be considered by young person before having sex. For example, if you have sex with someone who is very drunk, you may

find that when they sober up they may feel unsure that they gave consent and an allegation of rape or sexual assault may follow.

- Reiterate the importance of gaining consent and remembering that NO MEANS NO at ANY stage of sex. Make very clear to the young person that in relation to any sexual activity, consent can be withdrawn at anytime which would mean that if either party withdrew consent, said NO, things must STOP.
- The law around consent also takes into account whether someone consented on their own or whether they were forced or coerced (had lots of pressure put on them to agree to something they didn't really want to do).
- Also be sure to tell the young person that it is ok to say NO to sex. Just because you may have kissed or touched someone, does NOT give them the automatic right to have sex with you!.....and if they call you frigid, or a prick-tease, do they really deserve to have sex with you?????

Wheel of Consent

(Adapted from 'Healthy & Safe Relationships', Solihull MBC)

- Watch the Media clip <http://thisisabuse.direct.gov.uk/videos/view/11> (Sex without consent is rape)
- *It is really important that before using with a young person, you view this short clip in its entirety and consider its appropriateness for use with your young person. Suitability will vary according to each individual you work with. If the decision is made to view this clip, which has been televised as part of the Home office campaign, it is important to talk to the young person beforehand to inform them that the clip may be upsetting and that it can be turned off at any time.*
- Share the 'Wheel of equal, consensual and respectful relationships' (Barnardos B Wise 2 Sexual Exploitation).
- Thinking about the characters in the media clip, how far was this relationship equal, consensual and respectful?
On some paper, make the headings, EQUAL, CONSENSUAL and RESPECTFUL. Discuss the clip with the young person and identify evidence for and against the relationship being equal, then do the same for 'respectful' and 'consensual'. This exercise should highlight issues of power and control that are often present in relationships that are less healthy and safe.

- To further explore how the young woman in the previous clip may have felt, watch the clip, Zoe's story. This short film gives the perspective of the young woman from the clip that was used earlier.
<http://thisisabuse.direct.gov.uk/videos/view/12/zoes-story>
- If you are unable to watch the clips with your young person, then complete the activity using the 'Wheel of Consent Scenario Cards' (Appendix 7) instead. It may be slightly less powerful but you will still be able to discuss the issues involved.

Key messages for the Teenage Rape Prevention campaign

- pressurising someone to have sex or take part in sexual activity (i.e. groping and sexual touching) who doesn't want to or hasn't given their consent is never acceptable for any reason
- sex with someone who doesn't want to or someone who has not given their consent and permission, is rape. It does not make a difference whether the people know each other or not, or what relationship they have
- rape does not have to involve physical force - using verbal pressure or emotional blackmail to have sex with someone when they don't want to is rape
- consent is someone giving permission and someone feeling comfortable in giving that permission
- you should never have to do something sexual that you don't feel comfortable with, even if many of your friends are comfortable with similar situations
- being sexually assaulted or raped is never the victim's fault
- you should always challenge sexual abuse or get help from someone you trust. Information and help is available - visit www.direct.gov.uk/thisisabuse

Just a laugh?

(Taken from Solihull Youth and Community Service 'Baby Think it Over' programme)

- Lay out 4 pieces of paper headed 'ABUSE', 'OFFENCE', 'BOTH' and 'NEITHER' in front of the young person
- Hand the young person the 'Behaviours' cards (Appendix 8) and ask them to decide whether it is 'ABUSE', 'OFFENCE', 'BOTH' or 'NEITHER'.
- Once they have done this, use the 'Abuse, Offence, Both or Neither Answer Sheet' to discuss why they put them on each pile, and what the legal answers are. Is the young person surprised by any answers?

Further suggestions, resources and support

For further information for young people about consent:

- ♥ See Solihull's Just For You website
<http://www.j4usolihull.co.uk/wheresyourheadatweb.html>
- ♥ <http://thisisabuse.direct.gov.uk/need-help> provides help, support and information for young people, including websites and helplines
- ♥ <http://www.brook.org.uk/my-rights/sex-relationships-and-your-rights/having-sex> enables young people to understand their rights and responsibilities when it comes to sex
- ♥ Barnardo's 'Bwise2 Sexual Exploitation' resource
- ♥ CEOP 'Exploited' film and resources
<https://www.thinkuknow.co.uk/Teachers/Exploited/>

Session 5: Grooming and Exploitation Part 1

Objectives:

- To understand what is meant by grooming
- To understand that grooming can be difficult to recognise as perpetrators are skilled at building 'trust'
- To explore further that control and manipulation are not features of healthy, safe relationships

Learning outcomes:

- know what grooming is
- able to recognise signs of grooming
- further understand what is healthy and unhealthy in a relationship

What are Grooming & Sexual Exploitation?

(Adapted, and taken from 'B Wise 2 Sexual Exploitation', Barnardos)

- *Before the session, read 'Sophia's Story' and 'Jada & Roland's Story' (Barnardos B Wise 2 Sexual Exploitation) and decide which would be most appropriate to use with your particular young person. Usually 'Sophia's Story' is best for girls and 'Jada & Roland's Story' is best for boys, but you can decide what will best meet your needs*
- Explain to the young person that the case study is based on real events, recounted by real people.
- Read the case study scene by scene, discussing the questions at the end of each scene. If there is a question that the young person is particularly interested in discussing, allow the discussion to take a bit longer if needs be. Try to include the following points in conversation ...
 - Perpetrators can come across as charming, kind, reliable, thoughtful, attractive and perfect boyfriends
 - Where our emotions are involved, we don't always use our common sense very well and are more likely to make unsafe decisions
 - Sexual exploitation can happen to boys as well as girls
 - Young people who are victims of grooming and sexual exploitation are NOT to blame, and need support and protection. It is the perpetrators that are to blame
- Explain to the young person that there are a number of different 'models' of grooming and sexual exploitation. This is not an exhaustive list, and often the models inter-connect with each other.

Discuss these models which are taken from Barnardos 'Puppet on a String' Report.

1. Inappropriate relationships - Usually involving one perpetrator who has inappropriate power or control over a young person (physical, emotional or financial). One indicator may be a significant age gap. The young person may believe they are in a loving relationship.

2 'Boyfriend' model of exploitation and peer exploitation - The perpetrator befriends and grooms a young person into a 'relationship' and then coerces or forces them to have sex with friends or associates.

Our services have reported a rise in peer exploitation where young people are forced or coerced into sexual activity by peers and associates. Sometimes this can be associated with gang activity but not always.

3 Organised/networked sexual exploitation or trafficking - Young people (often connected) are passed through networks, possibly over geographical distances, between towns and cities where they may be forced / coerced into sexual activity with multiple men. Often this occurs at 'sex parties', and young people who are involved may be used as agents to recruit others into the network. Some of this activity is described as serious organised crime and can involve the organised 'buying and selling' of young people by perpetrators.

The Grooming Line

(Adapted, and taken from 'B Wise 2 Sexual Exploitation', Barnardos)

- Using the Grooming Line poster/ sheets (Barnardos B Wise 2 Sexual Exploitation) explain to young person what grooming is and how it can happen
- Explain that it can happen to anyone, male or female, and that it is often difficult to spot the signs early on.
- Ask young person what sort of things they think might make someone vulnerable to grooming, e.g. out of education, truancy, poor family life, isolated from friends, alcohol/ drugs issues etc.
- Show the film about grooming and sexual exploitation, based on a story line involving Whitney in Eastenders and her abuser Rob.
<http://www.cse.siyonatech.com/>
- Explain to the young person that the film is age appropriate, but that there are some upsetting scenes, and that they are free to leave the room if they feel the need to.
- *Make sure that you have seen the clip in advance so that you are aware of any aspects which may cause upset or distress to your young person.*

- *The Whitney & Rob film is introduced by a police officer as the film is used by the police force to train frontline staff. Starting the clip one minute into the film will enable you to avoid this introduction. Ending the clip at 17.30 minutes will avoid the summary by the police which is aimed at professionals and is unlikely to be of interest to young people.*
- After watching, use the Grooming Line with your young person to identify events from the film which could fit into each column. Discuss these events and make notes on a blank Grooming Line. Consider the behaviours used to trick Whitney and be specific with detail about how their behaviour fits onto the Grooming Line, eg. What Rob actually did to befriend Whitney at the 'Targeting' stage.
- Make it clear during your discussions that Grooming is NEVER the fault of the victim, and that perpetrators are highly manipulative. Nobody can consent to their own abuse.

Session 6: Grooming and Exploitation Part 2

Objectives:

- To understand further the manipulation and control techniques involved in grooming
- To understand that grooming can be difficult to recognise as perpetrators are skilled at building 'trust'
- To identify where to go for support or advice regarding grooming, CSE or relationships.

Learning outcomes:

- know what grooming is
- be able to recognise signs of grooming, especially in relation to control and manipulation
- understand what is healthy and unhealthy in a relationship
- know where to go for help or advice about relationships

Masks

(Adapted, and taken from 'B Wise 2 Sexual Exploitation', Barnardos)

- Emphasise that it can be difficult to recognise grooming because the process may appear similar to how people behave when they are building new relationships. During the initial stages, the behaviours do not appear to be sinister. Someone who appears to be a friend may in fact be behaving in a way that masks their true intentions.
- Using the 'Mask/ Real Face' sheets (Barnardos B Wise 2 Sexual Exploitation), discuss what someone wanting to groom a young person might say or do to trick and manipulate them. Write these down on the 'Mask' sheet. You may wish to refer back to the Whitney & Rob storyline to assist with this activity.
- Next, note down on the 'Real Face' sheet, what the groomer would really be thinking.
- Discuss whether this is something that your young person has noticed before. Can they think of specific people or occasions in their life where the Mask/ Real face has been used?

Power and Control

(Adapted, and taken from 'B Wise 2 Sexual Exploitation', Barnardos)

- Throughout this activity, it is important to challenge statements such as 'that would never happen to me' or 'no one could ever make me do that', and to try to get across the level of fear, control and manipulation that groomers use.
- For this activity, re-read 'Sophia's Story' from session 5. Discuss reasons why the young person thinks that Sophia may have stayed with Jake, and the ways in which Jake controlled her. Try to include conversations about how common sense can 'go out of the window' when we are attracted by someone and flattered by their attention.
- Look at the 'Wheel of Power and Control' (Barnardos B Wise 2 Sexual Exploitation) and go through each scene looking at which sections of the wheel apply. Also look at which methods of power and control Jake used, and highlight these on the wheel.
- When this is complete, discuss with the young person what might be some useful ways of trying to combat power and control methods, such as confiding in a trustworthy adult.
- It is important that young people know how to identify a trustworthy adult. Explore how you might know whether an adult is trustworthy, e.g. someone who acts in their best interest, someone in a professional position of trust that the young person gets on well with etc.

Where to go?

- Ask the young person to draw around their hand on a blank piece of paper.
- On the hand template, encourage the young person to write down the names of all the people they could turn to for help with an unsafe relationship, or grooming. Try to have a mix of friends, family, and a number of appropriate professionals who are listed by name as well as job role and contact number, e.g. Rachel Hopper, CSE Co-Ordinator, 0121 788 4336.
- Now discuss which organisations could support with unsafe relationships or grooming. Note these down, with contact numbers/ websites if possible, around the edge of the hand. Try to include the following...
 - Just 4 You (Sexual Health and Relationship Service)
0121 7058737 www.j4usolihull.co.uk

- Birmingham & Solihull Women's Aid 0121 685 8687
www.bswaid.org.uk
- Brook 0800 0185 023 www.brook.org.uk
- ChildLine 0800 11 11 www.childline.org.uk

Further suggestions, resources and support:

- ♥ 'Thistle' resources - a film about sexual exploitation made by young people in Wales.
<http://www.youtube.com/watch?v=m838irSbQk0> for the film, with teaching materials available at
<http://www.blaenau-gwent-lscb.org.uk/thistle.html>
- ♥ Information for young people about grooming / Child Sexual Exploitation (CSE) on Solihull's Just For You website
<http://www.j4usolihull.co.uk/isthisyou.html>
- ♥ 'My Dangerous Loverboy' official music video
http://www.youtube.com/watch?v=YEqBx6qJMyA&context=C3255587ADOEgsToPDskJwaorHc-L0VtSZd_7W9qb-
A full DVD of 'My Dangerous Loverboy' is also available. However, use of this needs to be very carefully considered given the use of language and explicit sexual imagery. Full guidance should be downloaded from
<http://www.solihull.gov.uk/staysafe/26396.htm>
- ♥ Leaflets for young people and for parents and carers can be downloaded from <http://www.solihull.gov.uk/staysafe/26396.htm>
- ♥ NSPCC film 'Losing control: Jay'
<http://www.youtube.com/watch?v=XasNkfQ5AVM>
- ♥ NSPCC film 'When someone cares'
http://www.youtube.com/watch?feature=player_embedded&v=zuzi2fqcfc4
- ♥ CEOP 'Exploited' film and resources
<https://www.thinkuknow.co.uk/Teachers/Exploited/>

Solihull procedures for safeguarding children and young people from sexual exploitation, including potential risk indicators and a risk assessment framework, are available at:

http://solihulllscb.proceduresonline.com/chapters/p_safeg_sex_exploit.html

Session 7: Relationships and Technology

Objectives:

- To understand the possible consequences, both online and offline, of using social media sites

Learning outcomes:

- know what is, and is not, safe to share on social networking sites and how to use the responsibly to stay safe
- understand some of the possible consequences of using social media inappropriately

Who's watching who?

(Taken, and adapted, from 'Friend or Foe –Who Can You Trust?', Sheffield Safeguarding Board)

- Ask your young person to note down what information they have on their social networking sites, e.g. Facebook, Msn, Bebo.
- Next look at the 'What's on your profile?' cards (Appendix 9) and ask your young person to sort them into two piles – information they would include in their online profile and information they wouldn't include. Discuss the decisions they have made.
- Look back at the list they made at the start about what information they have on their profile and discuss if there is anything they would change now? Include the following points ...
 - What information wouldn't they include – why?
 - Who can view their profile - anyone, only friends, friends of friends?
 - Does 'friend' include people they have only met online?
 - How do they know people are who they say they are? For example, could one be a 45-year-old man pretending to be a 15-year-old girl? (It **does** happen!).
 - **Photos** – what type of photos do they include? What's appropriate/inappropriate? Do they realise online photos can be copied, altered and circulated by others? What are the risks associated with this?
- If you have access to CEOP's 'Thinkuknow' website and materials (www.thinkuknow.co.uk), watch 'Matt Thought he Knew'. The film tells the story of a teenager's online relationship with a young girl. Eventually they decide to meet in the real world - but she is not who he thought she was. There are several other CEOP DVDs available for use in this context, all of which can be viewed online at www.thinkuknow.co.uk. It would be VERY

useful to watch this film as young people often tell us that visual aids, such as DVDs and films, allow information to be consolidated for them.

- After watching the film, discuss what risks Matt took. How could he have done things differently to keep himself safe?
- CEOP also have a film about the impact of 'sexting'. It is called 'Exposed' and can be found through CEOP's 'Thinkuknow' website (www.thinkuknow.co.uk). This can be used in a similar way to 'Matt thought he knew', and questions asked about what went wrong and what could have prevented the situation.

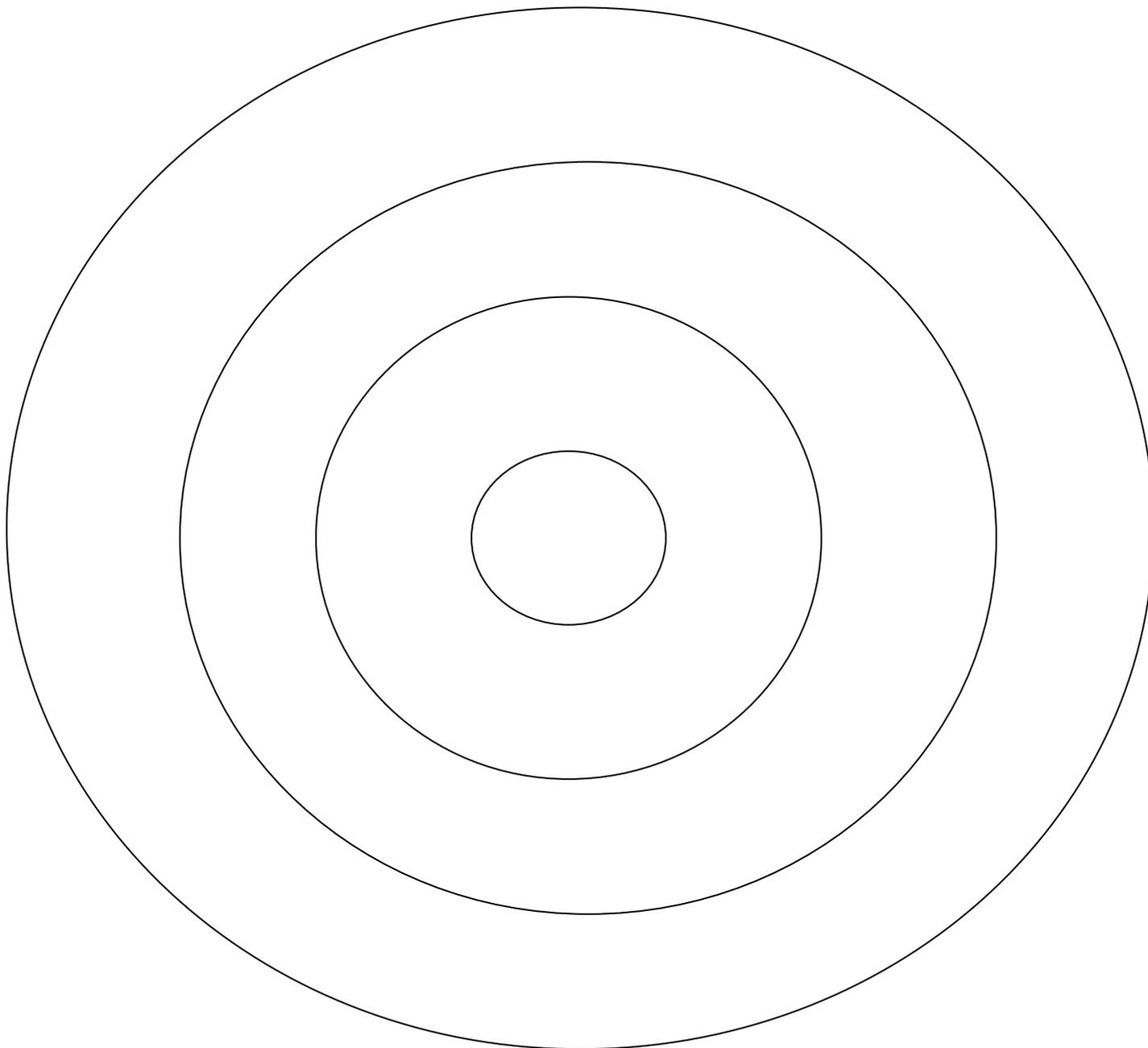
Consequences!

- Look at the 'Online Headlines' sheet (Appendix 10)
- Discuss the headlines with the young person.
 - What could make someone vulnerable online?
 - Can they think of any other consequences of unsafe or inappropriate use of the internet?
- What advice would they give to others about keeping safe online?
- *Make it VERY clear to the young person that the only thing they know about the person they are chatting to online/ on BBM etc, is that they know how to use a computer or phone! Everything else could be fake!*

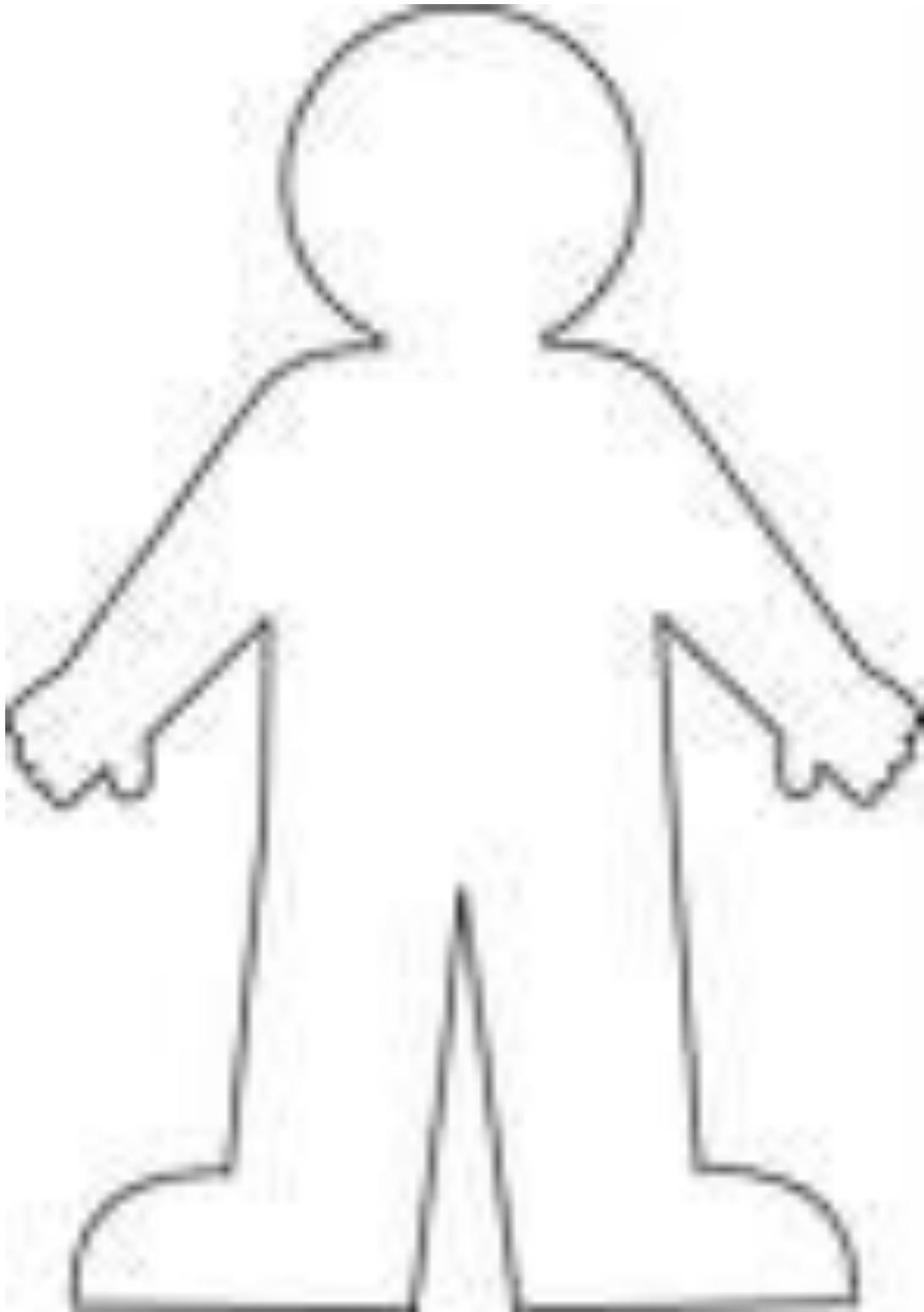


SOLIHULL LOCAL SAFEGUARDING
CHILDREN BOARD (LSCB)

Appendix 1 – Relationship Grid



Appendix 2 – Ideal Partner vs Nightmare Partner



Appendix 3 – Relationship Issue Cards

MY PARTNER IS REALLY JEALOUS OF MY FRIENDS AND DOESN'T LIKE ME SPENDING TIME WITH THEM. IT MAKES HIM ANGRY AND HE SAYS HORRIBLE THINGS TO ME.

MY PARTNER IS ALWAYS FLIRTING WITH OTHER PEOPLE ON FACEBOOK AND BBM.

MY PARTNER AND I HAVE TALKED ABOUT HAVING SEX BUT BOTH AGREE THAT WE ARE NOT READY YET. INSTEAD WE ENJOY GOING TO THE CINEMA AND HANGING OUT WITH EACH OTHER. WE SOMETIMES LIKE TO BUY EACH OTHER LITTLE GIFTS.

MY PARTNER USES CANNABIS AND NEVER HAS ANY MONEY, OR ENERGY, TO GO ANYWHERE OR DO ANYTHING WITH ME. IM FED UP OF SITTING AROUND AND WATCHING THEM SMOKE. HE SAYS HE LOVES ME.

ALL MY PARTNER WANTS TO DO IS GET DRUNK! I SUGGESTED GOING OUT TO THE CINEMA TOGETHER AND THEY JUST LAUGHED AT ME.

MY PARTNER IS REALLY UNRELIABLE. THEY ARE ALWAYS LATE AND OFTEN BREAK THEIR PROMISES. SOMETIMES THEY DON'T EVEN TURN UP AT ALL! WHEN I DO SEE HIM HE IS REALLY GENEROUS AND BUYS ME GIFTS, PAYS FOR EVERYTHING AND TELLS ME HE LOVES ME.

MY PARTNER GOT REALLY ANGRY WITH ME WHEN I DIDN'T WANT TO HAVE SEX LAST NIGHT. I THOUGHT HE WAS GOING TO HURT ME.

MY PARTNER IS OLDER THAN ME. MY FRIENDS AND FAMILY DON'T TRUST HIM AND THINK HE IS BAD NEWS. THEY ARE ALWAYS TELLING ME NOT TO SEE HIM SO I HAVE TO SNEAK OUT AND LIE TO THEM ALL. HE IS REALLY ATTRACTIVE AND BUYS ME LOVELY GIFTS, ALCOHOL AND DRUGS.

MY PARTNER AND I ENJOY SPENDING TIME TOGETHER. WE DO HAVE SEX AND HAVE BEEN TO THE SEXUAL HEALTH CLINIC TOGETHER TO SORT OUT CONTRACEPTION SO THAT WE DON'T END UP PREGNANT!

Appendix 4 – What's your advice?

I have been chatting to Justin on Facebook and BBM for 3 months and he wants to meet. We know so much about each other and we have sent photos to each other so I know he is who he says he is. My friends and my Mum are really against me going to meet him as they say that it's dangerous. I trust him. What should I do?

I'm really confused, please help me! I have been going out with my boyfriend for 3 months and we had sex pretty much straight away. Last night I said that I didn't want to have sex with him and he got really angry. He threw a book at me and smashed up my phone, accusing me of cheating on him. I really love him but he shouldn't treat me like that. What should I do?

My girlfriend has recently started smoking weed and getting drunk with her friends after school and at weekends. I have never smoked weed and don't like drinking, but she says that I am boring and keeps trying to encourage me to join in. I don't want to lose her. What should I do?

My boyfriend is older than me, and we have been together for 6 months. He is so loving and generous, and he rings me all the time on the phone he bought for me to see where I am and to tell me that he loves me. Last night, we went to a house party and he told me that he had got into a bit of debt because of all the presents that he had bought me, and he said that if I gave his mate a blow job then the debt would be settled. I feel guilty because he got into debt for me. What should I do?

I have recently started hanging around with a new group of friends. They are really nice and know how to have a really good time. Last night one of them told me that they knew how I could make some money really easily. Mum is always skint so I was interested. They said all I had to do was come with them to a house party on Saturday and 'be nice' to some people there. This morning I had a text from an unknown number saying that they were looking forward to meeting me on Saturday. What should I do?

Appendix 5 – How Risky cards

GETTING INTO A CAR WITH SOMEONE YOU KNOW	GETTING INTO A CAR WITH SOMEONE YOU DON'T KNOW	ACCEPTING A DRINK FROM SOMEONE YOU DON'T KNOW
GOING TO A HOUSE YOU HAVEN'T BEEN TO BEFORE	MEETING SOMEONE YOU KNOW	MEETING SOMEONE YOU DON'T KNOW
KISSING SOMEONE YOU DON'T KNOW	GOING TO A HOUSE YOU HAVE BEEN TO BEFORE	GOING TO A PUB, CLUB OR SOCIAL PLACE IN A DIFFERENT TOWN

<p>UNPROTECTED SEX WITH SOMEONE YOU DON'T KNOW</p>	<p>UNPROTECTED SEX WITH SOMEONE YOU KNOW</p>	<p>GOING OUT ALONE DURING THE DAY</p>
<p>GETTING A TAXI ALONE</p>	<p>GETTING A TAXI WITH FRIENDS</p>	<p>ACCEPTING GIFTS OR FREE THINGS FROM SOMEONE YOU HAVE JUST MET</p>
<p>GIVING SOMEONE YOU DON'T KNOW YOUR MOBILE PHONE NUMBER</p>	<p>PUTTING YOUR MOBILE NUMBER ON A SOCIAL NETWORKING SITE LIKE FACEBOOK</p>	<p>GOING TO A PUB, CLUB OR SOCIAL PLACE IN YOUR OWN TOWN</p>

KISSING SOMEONE YOU KNOW	TALKING TO SOMEONE YOU DON'T KNOW	PROTECTED SEX WITH SOMEONE YOU DON'T KNOW
GETTING DRUNK OR USING DRUGS	GOING OFF ON YOUR OWN WITH A NEW FRIEND, OR A FRIEND OF A FRIEND	GOING TO A PARTY WHERE YOU WONT KNOW MANY PEOPLE THERE

Appendix 6 – Pressure Speech Bubbles



Appendix 7 – Wheel of Consent Scenario Cards

A BOY AND GIRL ARE UPSTAIRS AT A HOUSE PARTY. THEY ARE LAUGHING AND KISSING EACH OTHER.

THE GIRL SAYS “ LETS GO BACK DOWN TO THE PARTY FOR A BIT”, BUT THE BOY IGNORES HER AND CONTINUES TO KISS HER.

THE BOY WALKS THE GIRL TOWARDS THE BED AND PUSHES HER DOWN ONTO IT. SHE SAYS “STOP IT, WAIT”.

THE BOY UNDOES HER TROUSERS. THE GIRL SAYS “NO, I DON'T WANT TO”, AND HE SAYS “STOP BEING WEIRD”.

THE GIRL CRIES WHILE THE BOY HAS SEX WITH HER.

Appendix 8 – Behaviours Cards

PINCHING, GRABBING OR SLAPPING SOMEONE'S BOTTOM	BEING FILMED GIVING SOMEONE A BLOW JOB (ORAL SEX)	BEING ASKED TO HAVE SEX WITH YOUR PARTNER'S FRIEND AS A 'FAVOUR'
CUDDLING UP TO WATCH A FILM	GOING OUT TO THE CINEMA TOGETHER	BUYING YOUR PARTNER A GIFT
BEING TALKED INTO HAVING SEX WHEN YOU DON'T WANT TO	WATCHING PORN TOGETHER	SENDING NAKED/ SEMI NAKED PICTURES OF YOURSELF

<p>BEING MADE TO FEEL THAT YOU CAN'T SPEND TIME WITH YOUR FRIENDS</p>	<p>HAVING CONSTANT TEXTS OR CALLS ABOUT WHERE YOU ARE AND WHO YOU ARE WITH</p>	<p>HOLDING HANDS</p>
<p>BEING CALLED NAMES OR MADE TO FEEL BAD</p>	<p>BEING HIT, SLAPPED, PUNCHED OR BITTEN</p>	<p>BEING MADE TO HAVE SEX EVEN WHEN YOU SAY NO</p>
<p>SOMEONE HAVING SEX WITH YOU WHEN YOU ARE TOO OFF YOUR FACE TO KNOW WHAT IS HAPPENING</p>	<p>SOMEONE TELLING THAT YOU SHOULD HAVE SEX BECAUSE YOU OWE THEM</p>	<p>HAVING TEA COOKED FOR YOU</p>

PINCHING, GRABBING OR SLAPPING SOMEONE'S BOTTOM

Physical & Sexual Abuse. Also could be an offence of sexual touching

BEING FILMED GIVING SOMEONE A BLOW JOB (ORAL SEX)

*Abuse if consent was not gained for filming.
Offence if the person is under 18yrs of age. Could be prosecuted for making and distributing child pornography which would carry a criminal sentence and potentially lead to you, and the person filming, being placed on the Child Sex Offenders Register.*

BEING ASKED TO HAVE SEX WITH YOUR PARTNER'S FRIEND AS A 'FAVOUR'

This is emotional and sexual abuse. Manipulation is being used to convince you to have sex. Consent is not gained so this is sexual assault or rape.

CUDDLING UP TO WATCH A FILM

No, this is not abuse as long as you are both happy to be there.

GOING OUT TO THE CINEMA TOGETHER

No, this is not abuse as long as you are both happy to be there.

BUYING YOUR PARTNER A GIFT

No, this is not abuse, as long as the gift is not used as a tool for manipulation.

BEING TALKED INTO HAVING SEX WHEN YOU DON'T WANT TO

Yes this is abuse. It could also be classed as rape if you felt you could not consent freely due to pressure and fear.

WATCHING PORN TOGETHER

This depends on your age (under 18yrs) and whether you wanted to watch it, or were coerced or forced.

SENDING NAKED/ SEMI NAKED PICTURES OF YOURSELF

*If it was your choice, made free from coercion or threat, then this would not be abuse but could be illegal. It is illegal to photograph or film, and send on (distribute, naked or sexual acts involving anyone under 16yrs old. This could carry a serious legal sentence and lead to you being placed on the Child Sex Offenders Register.
It is also worth discussing the issues around trust here.... It is common for young people to have their photos sent around schools or posted on the internet.*

BEING MADE TO FEEL THAT YOU CAN'T SPEND TIME WITH YOUR FRIENDS

This is emotional abuse. It is possible and perfectly acceptable, to have a partner and keep your friends too! You don't have to spend every minute with your partner to show that you care.

HAVING CONSTANT TEXTS OR CALLS ABOUT WHERE YOU ARE AND WHO YOU ARE WITH

Yes, emotional abuse. This is controlling, possessive behaviour. It is NOT them caring about you!

HOLDING HANDS

No, this is not abuse as long as you both want to hold hands.

BEING CALLED NAMES OR MADE TO FEEL BAD

This is emotional abuse and is as important as physical abuse. Abuse does not have to be physical or sexual.

BEING HIT, SLAPPED, PUNCHED OR BITTEN

This is physical abuse and should not be tolerated, even if they apologise afterwards. There is never an excuse for any form of abuse.

BEING MADE TO HAVE SEX EVEN WHEN YOU SAY NO

This is sexual abuse, and rape. Anytime consent is not gained, or someone clearly says 'no', then it is rape. Rape can be carried out by a partner or husband, it is not always by a stranger.

SOMEONE HAVING SEX WITH YOU WHEN YOU ARE TOO OFF YOUR FACE TO KNOW WHAT IS HAPPENING

This is sexual abuse, and rape. Anytime consent is not gained, or someone clearly says 'no', then it is rape. If someone is too drunk to be able to consent, then the law would class it as rape.

SOMEONE TELLING YOU THAT YOU SHOULD HAVE SEX BECAUSE YOU OWE THEM

This is emotional abuse, and could also be classed as physical abuse if threats were used. You are being manipulated and coerced into having sex. If you still say no, and they have sex with you anyway then it would be classed as rape.

HAVING TEA COOKED FOR YOU

This is not abuse, as long as you are both happy for it to happen.

Appendix 9 – ‘What’s on your profile?’ cards

NAME	DATE OF BIRTH
ADDRESS	FAVOURITE TV SHOW
FAVOURITE FILM	FAVOURITE PLACE
HOBBIES	MOOD
FAVOURITE QUOTES	RELATIONSHIP STATUS
EMAIL ADDRESS	LOOKING FOR...
PHOTOS OF ME	PHOTOS OF MY FRIENDS
AGE	WHAT I’M SCARED OF
FAVOURITE MUSIC	MOBILE NUMBER
RELIGION/ POLITICS	SCHOOL
FAVOURITE BOOKS	FAVOURITE FOOD
HOME TOWN	LOCATION SERVICE ‘ON’
‘LIKES’ FOR LOCAL PLACES I GO	

Appendix 10 – ‘Online Headlines’

Teen’s home trashed after party plans are posted on Facebook

Katie Webb: Cyberbully agony of 'suicide' girl taunted about her clothes and hair on social networks

A tormented schoolgirl was found dead after being bullied online about her clothes and her hair. Distraught friends claimed Katie Webb, 12, took her own life after enduring taunts via social networks from cyber trolls.

Bullied 13-year-old girl jumps 60ft to her death 'after mobile phone footage of her being forced to perform a sex act was passed around her school'

The UK's first youth police and crime commissioner, Paris Brown, has resigned from her post following criticism of messages she posted on Twitter. Police are investigating her over tweets she posted between the ages of 14 and 16 which could be considered racist and anti-gay.

Racist Twitter user jailed for 56 days

56% of employers check applicants' Facebook

A convicted sex offender has been jailed for life after admitting the kidnap, rape and murder of a teenage girl he met on the internet.

Teesside Crown Court heard he met and befriended 17-year-old Ashleigh Hall on Facebook by posing as a teenage boy.