THAMES VALLEY POLICE

NPCC National Police Chiefs' Council

Thames Valley Violence Reduction Unit

TACKLING VIOLENCE IN OUR COMMUNITIES

THAMES VALLEY POLICE: UNDERSTANDING CHILD CRIMINAL EXPLOITATION

Facilitation Guidance

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This facilitation guide accompanies the Key Stage 3 lessons on understanding child criminal exploitation. They have been designed to effectively facilitate a police officer visit to enhance delivery of this topic in schools. These lessons are intended for use in years 8 and 9.

The lessons explore exploitative friendships, the impact of the drug trade on young people and their communities, and strategies to seek support relating to harmful friendships, exploitation, and the drug trade.

***Please read and consider this guidance first, before delivering the lessons.**

Best practice in visit facilitation

The PSHE Association and National Police Chief's Council are working together to ensure that police contributions to PSHE education are of maximum benefit to teachers and students.

The model used in these lessons allows teachers to deliver the first and third lessons about child criminal exploitation, with the second lesson delivered by a police officer. This reflects good practice in embedding learning as part of a wider programme of Relationships education and Health education, including learning about violent and coercive behaviour, and drug education. This format also provides opportunities for students to be involved in preparing questions for officers to make the most of the visit. For further guidance on effective collaboration between the police and schools, please see www.pshe-association.org.uk/policing.

Effective child criminal exploitation education

These lessons focus specifically on developing student understanding of exploitative and coercive behaviours, particularly relating to the drug trade, and strategies that young people can use to safely exit unsafe situations. While they consider the impact of the drug trade on the young people involved, as well as their peers and communities, they are not intended to fully address learning about healthy, respectful relationships. Nor do they fully address aspects of Health education such as emotional wellbeing, or drug use. Such content should have been covered before a scheduled visit from a police officer. Further materials to support teaching colleagues to deliver such learning include:

- The PSHE Association's Drug and Alcohol Education lesson packs

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- The PSHE Association's Teaching About Consent lesson pack
- The PSHE Association's Mental Health and Emotional Wellbeing lesson pack

Evidence shows that effective prevention education uses varied teaching approaches, is matched to students' developmental stage, is inclusive of students' differences and takes a positive approach, avoiding scare tactics. With this in mind, the lessons avoid unnecessary and potentially traumatising imagery or detailed storytelling related to violent crime or injury. Further guidance on creating a safe learning environment to facilitate effective prevention education is given in the *Preparing to Teach* section of this document and the Police in the Classroom handbook. See pages 26 to 37 of the handbook for detailed guidance on delivering PSHE education safely and effectively.

Preparing to teach

Creating a safe learning environment

A safe learning environment helps students feel comfortable with sharing their ideas, without attracting negative feedback, and avoids possible distress and disclosures in a public setting. It also helps you to manage discussions on sensitive issues confidently. It is good practice to:

- work with students to establish ground rules about how they will behave in PSHE lessons, such as;

  > *Everyone has the right to be heard and respected.*
  >
  > *We will use language that won't offend or upset other people.*
  >
  > *We will use the correct terms, and if we don't know them, we'll ask the teacher.*
  >
  > *We will comment on what was said, not the person who said it.*
  >
  > *We won't share our own, or anyone else's, personal experiences.*
  >
  > *We won't put anyone on the spot, and we have a right to pass.*
  >
  > *We won't judge or make assumptions about anyone, their feelings, or experiences.*

- make boxes available in which students can place questions or concerns (anonymously if they wish), to avoid having to voice them in front of the class
- provide balanced information and differing views to help students clarify their own opinions
- be sensitive to the needs and experiences of individuals, using depersonalised language to discuss issues covered in the lessons – some students may have direct experience of some of the issues

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- distance the learning from students to discourage personal disclosures in the classroom and to keep the learning environment safe
- offer opportunities for students to discuss issues in small groups as well as sharing views with the class
- always work within the school's policies on safeguarding and confidentiality – this is likely to include that if a student makes a disclosure to their teacher, this must be passed on to the designated safeguarding lead, or a member of the safeguarding team
- link PSHE education into the whole school approach to supporting student welfare
- make students aware of sources of support, both in and outside the school.

Further guidance on creating a safe learning environment is available from the PSHE Association in both Police in the Classroom: A handbook for police and PSHE teachers and in the PSHE Association's guidance document: Handling Complex Issues safely in the PSHE education classroom & Creating a safe learning environment.

Signposting support

Support for students

Ensure students know where they can seek help and further advice, both now and in the future:

- www.childline.com – for students to seek advice on a wide range of concerns
- www.fearless.org – for someone who wants to anonymously report a crime
- www.victimsupport.org.uk — confidential support for someone who has been a victim of crime.

Remind students that in an emergency, they should dial 999. To report a non-urgent crime, the police can also be contacted at 101.

Information for teachers

For further information about child criminal exploitation, you may find it useful to visit NSPCC's advice about criminal exploitation and gangs.

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Links to PSHE Association programme of study and statutory guidance

Each of the three core themes of the PSHE Programme of Study contain suggested learning opportunities which provide the context through which students can develop knowledge, essential skills and attributes. The learning opportunities should be used flexibly according to students' development, readiness and needs, and taking account of prior learning, experience and understanding.

These lessons should be taught as part of a PSHE scheme of work on risk management and wider Relationships education, including lessons on healthy and respectful relationships; and Health education, including emotional wellbeing, or drug and alcohol education. The table below shows the learning opportunities from the relevant PSHE education core themes at KS3 which are met by these lessons. It also highlights where elements from the Department for Education's statutory guidance for Relationships education and Health education are achieved through the lesson content. Learning should always take place within a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age- and stage-appropriate contexts.

Learning opportunity from PSHE Programme of Study	Department for Education: statutory guidance for RSE and Health Education
Students should have the opportunity to learn: **Core theme: Relationships** **R37.** the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others **R42.** to recognise peer influence and to develop strategies for managing it, including online **R44.** that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this **R45.** about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours **R46.** Strategies to manage pressure to join a gang, exit strategies and how to access appropriate support	*Students should know:* **Relationships and Sex Education** **Topic:** Respectful relationships, including friendships: • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. **Topic:** Families • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

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Core theme: Health and wellbeing

H24. to evaluate misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use

H27. The personal and social risks and consequences of substance use and misuse including occasional use

H28. The law relating to the supply, use and misuse of legal and illegal substances

H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety.

Core theme: Living in the wider world

L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams.

Health education

Topic: Drugs, alcohol and tobacco:

- the law relating to the supply and possession of illegal substances.

Topic: Internet safety and harms:

- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.

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