**![Text, application

Description automatically generated]()Safeguarding**

**List Of Possible Concerns:**

Please find below some definitions and/or links to videos of possible concerns.

Please do contact our safeguarding team at PSA Training if there is anything you would like to discuss.

Email: [safeguarding@psatraining.org.uk](mailto:safeguarding@psatraining.org.uk)

Phone: 01733 516000 (Office hours only)

**Peer on Peer Abuse**

It is important to recognise that abuse isn’t always perpetrated by adults; it can happen between young adults of a similar age, and it can happen both inside and outside of educational settings and online. This is referred to as 'peer on peer abuse' and can include:

* bullying, including cyberbullying (see online Safety), prejudice-based and discriminatory bullying
* abuse in intimate personal relationships between peers
* physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; this may include an online element which facilitates, threatens and/or encourages physical abuse
* sexual violence, such as rape, assault by penetration and sexual assault; this may include an online element which facilitates, threatens and/or encourages sexual violence
* sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
* causing someone to engage in sexual activity without consent
* consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as sexting or youth produced sexual imagery)
* ‘Upskirting’ which involves taking a picture under someone’s clothing without them knowing; this is usually with the intention of viewing their genitals or buttocks for sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence and anyone of any gender, can be a victim
* initiation/hazing type violence and rituals

Staff at PSA understand the importance of challenging inappropriate behaviours between peers that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment and in worst case scenarios, a culture that normalises abuse leading to young adults accepting it as normal and not coming forward to report it.

Bullying

Bullying is a type of behaviour, repeated over time, that intentionally hurts another individual or group. If left unaddressed, bullying at school can have a serious impact on a young person’s mental health, self-esteem and ability to thrive in education.

Bullying can/may:

* Be physical abuse, such as: hitting, kicking, shaking, biting
* Be emotional abuse, such as: name calling, spreading rumours or social inclusion
* Involve intimidation or threats of violence
* Involve racial, sexual or homophobic abuse
* Be perpetrated by an individual or a group
* Take place online or via technology (aka cyberbullying see online safety)
* Be motivated by real or perceived differences
* Involve an imbalance of power
* Disproportionately impact children with SEN and disabilities

**Sexual Harassment/Sexual Violence**

[Sexual Harassment in the Workplace - what you need to know - YouTube](https://www.youtube.com/watch?v=4_OPC11UL0k)

**Sexual harassment is any form of unwanted sexual behaviour.** It can happen anywhere, such as at school, on the bus or at work and can be a ‘one-off’ or repeated behaviour. Common forms of sexual harassment include:

* Making sexual comments, jokes or gestures, including jokes about their [sexuality](https://www.brook.org.uk/your-life/what-is-sexuality/)
* Spreading sexual rumours about someone
* Staring or leering at someone’s body
* Calling someone names such as “slut” and “whore”
* Sending unwanted sexual emails, DMs or text messages
* Sending someone unsolicited sexual or explicit images or videos, known as [cyberflashing](https://www.brook.org.uk/campaigns/stop-cyberflashing/)
* Offering rewards in return for sexual favours
* Showing sexual photos or videos at school or work
* Sharing sexual or explicit images of someone with the intent to cause distress, known as [revenge porn](https://www.brook.org.uk/your-life/porn/#revenge-porn)
* Lifting up someone’s skirt or top, or pulling down their trousers
* Someone exposing private parts of their body or [masturbating](https://www.brook.org.uk/your-life/masturbation/) in front of someone without their consent
* Pressuring someone to do sexual things that they don’t want to do
* Unwanted touching or physical contact without someone’s [consent](https://www.brook.org.uk/your-life/sex-and-consent/)

Some of these can also be types of **sexual assault**.

**Consent**

[**Consent, you've all heard of it, here's six simple ways to understand it (with a sandwich)... – YouTube**](https://www.youtube.com/watch?v=SRIgYzN2mw0)

**Domestic Abuse**

Domestic Abuse is sometimes known as ‘domestic violence’ and it can involve an adult threatening, bullying or hurting another adult in their family or who they’re in a relationship with.

Young adults and/or children who witness domestic abuse are victims in their own right.

Domestic abuse can happen inside and/or outside of the home, it can happen over the phone or online using the internet or social media. It can happen in any relationship and in any family. It can even continue once a relationship has finished.

Some examples:

* Any physical abuse
* Threatening to hurt someone
* Controlling behaviour – this includes controlling finances
* Reading emails, texts., letters or messages
* Constant criticising
* Making someone do anything sexual when they do not want to

**Online Safety**

**Cyberbullying**

Cyberbullying, or online bullying, can be defined as using the internet or technologies to deliberately and repeatedly upset someone else; it is often an extension of face-to-face bullying, where the internet provides an additional route to communicate and harass.

Cyberbullying, like other forms of bullying, affects self-esteem and self-confidence and can affect mental health and wellbeing. Addressing all forms of bullying and discrimination is vital to support the health and wellbeing of all members of education settings communities.

Cyberbullying can/may involve:

* Defamation, taunting and humiliation
* Exclusion or peer-rejection
* Harassment and cyberstalking
* Impersonation, identity theft or hacking
* Intimidation or threats of violence
* Manipulation and exploitation
* Publication of private or personal information and images.

Cyberbullying can be characterised in several specific ways that differ from face-to-face bullying. These include the profile of the person carrying out the bullying, the location of online bullying, the potential audience, the perceived anonymity of the person cyberbullying, motivation of the person cyberbullying and the digital evidence of cyberbullying.

**Please also see the online safety tips in the Online Safety link on top of website safeguarding page.**

**Grooming**

A person can be groomed for different reasons: Radicalisation (see Prevent), criminal exploitation, sexual exploitation and abuse.

## **Targeting the victim – The first stage of grooming**

Groomers are calculated and often repeat offenders – they don’t want to get caught. Thus, before [selecting their victims](https://www.rainn.org/news/grooming-know-warning-signs), abusers often scope out and observe possible ‘candidates’ and select them based on ease of access to them or their perceived vulnerability. Those who are unpopular, have family problems, who spend a lot of time alone or unsupervised, who lack confidence and self-esteem, have physical or intellectual disabilities, or are already abuse survivors tend to be targeted.

## **Gaining the victim’s trust**

For many abusers, establishing trust at this stage is key. They use the ‘flattery trick’ – offering gifts, attention, sharing “secrets” and other means to make them feel that they have a caring relationship whilst simultaneously training them to keep the relationship secret.

## **Fulfilling a need**

The abuser seeks to fill a void in the person’s life, offering a listening ear. [Perpetrator behaviour](https://www.d2l.org/child-grooming-signs-behavior-awareness/) can also involve persuading the victim that the abuser alone can fulfil their need.

## **Isolating the victim**

Isolation: a classic abuser technique. Abusers do this by putting themselves between the victim and their loved ones or caregivers. As a result, they may be reluctant to meet or speak to friends or family.

## **The end goal: abuse**

At this stage, the abuse itself begins. In sexual abuse, this may involve rape or sexual assault. In radicalisation, it could be forced criminal activity – violence against others and/or yourself or smuggling drugs for example.

Sometimes the victim persuades themselves that the abuse is entirely [normal](https://www.pressreader.com/uk/best/20190423/283171494933494), even desirable for the “benefits” it brings, with the price only apparent later. It may take years, perhaps decades for the victim to process what actually went on – for the realisation to dawn that, instead of partakers in a ‘special relationship’, they themselves were in fact victims of abuse.

## **The sixth and final stage: Maintaining control**

Of all the 6 stages, this one is probably the most important as it is what allows the abuse to persist. Once the abuser has established their hold over the victim, they aim to maintain that level of control. The offender uses the ‘consequences trick’, making threats to harm either the victim, their nearest and dearest or even themselves.

**County Lines**

[What is County Lines? - YouTube](https://www.youtube.com/watch?v=3ILaguFXHr4)

**Gang Related Crimes**

[child-criminal-exploitation-pocket-guide.pdf (peterborough.ac.uk)](https://peterborough.ac.uk/wp-content/uploads/2020/11/child-criminal-exploitation-pocket-guide.pdf)

**Exploitation**

[My New Friend: CSE Resource - YouTube](https://www.youtube.com/watch?v=f6uHrArdJKc)