Barnardo’s South West

BELIEVE IN CHILDREN

Training for Trainers
Raising Awareness of CSE Package Three
Expanding Awareness Raising Package Three

Going Missing

20 minute session.

Part One
Watch the CEOP Clip ‘My Choice’ together.
https://www.youtube.com/watch?v=3Avm00tmP-A

Part Two
Talk through the information on the next slide, about push and pull factors.

Ask the group to list possible push and pull factors. If you have a quiet group allow them to think in pairs first and then take feedback.

Part Three
Table activity on Slide 4.
Table Activity: Each table has flip chart and marker pens.
Draw the two columns as on the slide.
Think back to the film. List push factors for girl in the film.
What risk factors did she encounter once she was missing?

Part Four
Each table has a set of Push and Pull Factor cards.
  • Divide them into a pile of push factors and pull factors
  • Think about the young person in the media clip – which do you think she would choose?
Some of the cards included are deliberately left blank so that a young person can add their own issues.
Raising Awareness
Going Missing

Additional Slides for Package
Three

Trainer Notes:

Insert these slides into awareness raising powerpoint if you wish to include package one and extend the training in length.
Trainer Notes:

https://www.youtube.com/watch?v=3Avm00tmP-A

There is an accompanying handout with this film that is provided and this includes additional activities.
**Push & Pull Factors**

**Push Factors**
Situations that make you look for security, acceptance or protection beyond your known trusted family, carers or

**Pull Factors**
Opportunities that (appear to) offer excitement, independence or sense of belonging. These often trick young people into risky situations

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**Trainer Notes:**

Push Factors include:
- Living with DV
- Being thrown out
- Foster care
- Mistreated or abused
- Substance misuse in family
- Siblings with difficulties
- Parents with mental health problems
- Problems at school, or not being in school
- Being bullied
- Being in trouble
- Feeling got at, nagged

Pull Factors include:
- Being liked/fancied enough that a stranger asks for their number
- Meeting someone who thinks they are special online
- Receiving alcohol, money, drugs, gifts
- Being part of an alternative scene
- Getting a buzz of excitement of doing something risky or forbidden
- Feeling accepted
- Being offered somewhere to stay where there are no rules
- Being given lifts, having adventures
Being taken to a red light or gay cruising area
Table Activity

- Divide your flip chart into two columns:
  
<table>
<thead>
<tr>
<th>Push Factors in film</th>
<th>Risk Factors – Being Missing</th>
</tr>
</thead>
</table>

- Use the Push and Pull Factor Cards

Trainer Notes:

Each table has flip chart and marker pens.
Divide in half with headings as above – on the slide
Think back to the film. List push factors for girl in the film
What risk factors did she encounter once she was missing?
Push and Pull

- Use the push and pull factor cards
- Divide them into a pile of push factors and pull factors
- Think about the young person in the media clip – which do you think she would choose?

Trainer Notes:
The cards have some blank cards so the young person can add their own factors
Intrafamilial Abuse and Running Away

Target audience
11-16

Duration
40 mins – 1.30 hour (Core Activities)
You may choose to use just the core activities for your group or run additional sessions using the extension activities.

Session Aims

- To recognise that young people have a choice and do not have to put up with abuse.
- To understand the reasons why a young person may run away from home.
- To understand how to report a problem and contact the appropriate organisations.

Pupil Opportunities

- Learners develop empathetic skills to understand how a young person may feel if they are suffering a form of abuse.
- Learners gain an understanding of issues that may contribute to a young person running away from home.

Desirable Outcomes

- To be able to identify the rights of a child, according to the UNCRC.
- To understand that young people have a choice and can seek help.
- To understand who to talk to and where to go for help, if they are experiencing difficulties at home or are considering running away.

Technical Vocabulary: Running away, abuse, push and pull factors, United Nations
Notes and Resources

The aim of the session is to teach young people about the issues relating to abuse in the home and to running away. The lesson helps to identify some of the abusive situations young people have to deal with and the reasons why a young person may leave home and highlights the risks associated with running away.

The young people are encouraged to empathise with how a young person in a difficult situation at home may feel. Choice is a key aspect of this lesson and the young people should understand that they do not need to remain unsupported in risky or unpleasant situations.

Push and pull factors are addressed: forces that push a young person to leave or attract them to the streets.

It is possible that young people in the session could have had direct experience of violence at home. Your school or organisation may know of relevant circumstances and you as a practitioner should check before delivering this session. You should be alert to any signs that a young person is distressed by the content of the unit. Channels of help and support within the school/organisation should be flagged up, as well as external help lines and sources of support.

Before commencing the session, announce the following:

- It is essential to respect each other’s experiences and opinions
- If anyone has anything they would like to speak about in more detail or gain advice on, sign post the relevant member of staff for support.
- Some young people may not realise they need support until sometime after the session. They are welcome to ask for help at any time.
**Introduction to the Topic**
In small groups, ask the young people to consider the following 2 questions:

- Why might a young person run away?
- How might someone who wants to run away be feeling?

Ask the young people to write down their answers in 2 spider diagrams. After 5 minutes ask the young people to feed back their thoughts to the whole group.

Introduce the concept of ‘push and pull’ factors relating to why a young person may want to leave home. Factors that push them to leave and factors that pull or encourage them to the streets. Get the young people to go through their answers to question one and consider which answers are ‘push’ factors and which are ‘pull’ factors. Ask the groups to circle ‘push’ factors in green and ‘pull’ factors in blue.

**Main Activity**
Download the animation ‘My Choice’. Play the animation to the young people and ask them to pay special attention to why Louise felt she had to leave home.

**Discussion Points**
Following the film, encourage the young people to feedback on the themes covered. The following questions may encourage discussion:

- What were the push and pull factors for Louise?
- How do you think Louise felt? At home? On the streets?
- Was Louise safer on the streets?
- What should Louise have done?

**Activity**
Introduce the concept of violence in the home (*please see practitioner notes at the end of lesson plan*). Identify what this could include. Highlight the fact that Louise was not only being physically abused, but also emotionally abused. Introduce the concept that children have the rights and this includes the right not to be physically harmed. As a group, ask the young people to brainstorm what they think young people’s rights are, according to the United Nations.

Hand out copies of the United Nation’s Convention on the Rights of a Child and ask the young people to highlight what rights Louise was deprived of at any stage during the film. To conclude this activity emphasise that a young person is entitled to each of these rights and they can seek help if their needs are not being met.
Discussion
Ask the young people to consider the last part of the animation where Louise seeks help. You may wish to replay the last section of the animation, from when Louise looks in the mirror (3:07). Ask the young people to imagine their friend was in a similar situation, what would they advise them to do? You may wish to highlight the various organisations at the end of the animation. An important point to emphasise is that Louise had a choice and there are people and organisations that can help her. If you are aware of any organisations locally that offer support services, please discuss those too.

Extension Activity 1: Quiz
Use the ‘Runaway Quiz’ at the bottom of this document. Appoint a quizmaster and organise the rest of the young people into small teams. The quizmaster can read out the questions and multiple choice answers for the groups to consider. At the end of the quiz, teams swap answers and the quiz master announces the winners. The aim of the quiz is to highlight some of the key themes in relation to young people running away, emphasising under what circumstances a young person may want to run away and what type of person is likely to be affected. You may wish to take some time to discuss the answers and address any that were surprising to the young people.

Extension Activity 2: Drama Exercise
Louise suffered physical abuse on the streets and was in a vulnerable position. To highlight the risks posed to young people on the streets, ask the young people (in small groups) to devise a short improvisation drama piece, depicting a typical day for Louise on the streets. They may include information that was not part of the film to portray some of the situations that Louise may have found herself in.

Extension Activity 3: English Exercise
Introduce the notion that sometimes young people get into a cycle of repeatedly running away. They may have places or people on the streets that they run to on a regular basis. It can be particularly difficult to break this cycle as it becomes the norm. Ask the young people to write a poem (similar to the one in the film) on the theme of repeat runaways. They may choose to write the poem in the first or third person.
Intrafamilial Abuse and Running Away - External Helplines and Sources of Support

Advice for young people

There are lots of reasons why a young person may consider running away from home. They may be having problems at home or at school, or may even be being hurt or harmed in some way. As a result, young people can feel isolated, that there is nobody that they can talk to and that running away is their only option.

No matter what the problem young people are not alone. There are lots of people that can help them.

Support services available to young people are detailed below. It is also important to highlight the following advice to young people:

- Get help – If they are in any danger or feel unsafe, they should get in contact with the police immediately on 999, or talk to an adult they trust.
- Stay in touch - If they are away from home people will worry about them. Even if they do not want to come home it is important that they stay in touch to let people know that they are safe.

Young people can contact the following support services for help, advice or just someone to talk to:

Missing People

Missing People have a free and confidential helpline that is open 24 hours a day. Young people can talk to them in confidence even if they have no credit on their phone. Missing People talk young people through their options and try to get them the help that they want. There is also further information and advice on their website.

Call: 116 000
Text: 116 000
Email: 116000@missingpeople.org.uk
Online: [www.missingkids.co.uk](http://www.missingkids.co.uk)

Missing People can also put young people in touch with local support services through their ‘Turn 2 Directory’ by contacting 116000.

**ChildLine**

Young people can contact ChildLine to talk in confidence about any problem that they are worried about. ChildLine is completely free, available 24 hours a day. The number won’t appear on their phone bill. Young people can also get further information and advice and talk to ChildLine counsellor online by visiting the website.

Call: 0800 1111  
Online: [www.childline.org.uk](http://www.childline.org.uk)

**Advice for Practitioners**

Children and young people that you work with may run away from home for a number of reasons, in most instances they return safely.

If you are concerned that a child has gone missing or run away from home you must contact the police. Dial 999 in an emergency situation or call your local police force immediately on 101 (or you can find details of your local force at: [www.police.uk](http://www.police.uk)) The organisations below can help put you in touch with support, advice and information, but always remember to inform the police.

**Missing People**

Missing People offer free 24 hour support, advice and practical help if you are affected by a child going missing from home.

Call: 116 000  
Text: 116 000  
Email: [116000@missingpeople.org.uk](mailto:116000@missingpeople.org.uk)  
Online: [www.missingkids.org.uk](http://www.missingkids.org.uk)
NSPCC

The NSPCC provides a free, 24 hour helpline to adults who have any concerns about the safety or welfare of a child. They ‘Help & Advice’ area of their website also provides a range of useful information including causes, effects and signs of child abuse.

Call: 0800 800 500
Online: www.nspcc.org.uk
Violence in the Home – Practitioner Notes

*PLEASE BE AWARE THESE NOTES ARE NOT FOR DISTRIBUTION TO THE YOUNG PEOPLE. THIS IS PRE-READING MATERIAL FOR THE PRACTITIONER DELIVERING THIS SESSION ONLY AND IS INTENDED TO ENHANCE KNOWLEDGE OF THIS SUBJECT.*

There are 4 main categories of abuse:

- Physical abuse
- Sexual abuse
- Neglect
- Emotional abuse

Emotional abuse accompanies all other 3 types of abuse and therefore only rarely (if suffering from emotional abuse) will a child experience just one form of abuse.

During this lesson, you are not expected to go into detail about the different forms of abuse, just to be aware of the categories in case discussions develop in this way.

Aim to keep discussions relevant to the issues in the film; therefore the main areas to be discussed are the physical and emotional abuse of Louise. It is worth noting that Louise may also be suffering from neglect.

Physical abuse may include:

- Inflicting pain/injury through hitting, shaking, burning, throwing, poisoning
- Using implements to harm a child
- Holding down, tying up or restricting a child’s movement by force
- Can be part of sexual abuse

Emotional abuse may include:

- All abuse has an emotional impact
- Psychological/sociological
- Fear
- Long term mental health problems
- Feeling worthless
- Feeling confused
- Not being able to make friends
- All children living with domestic violence are at increased risk of emotional harm
Neglect is an absence of parenting – i.e. not providing what is required for a child to develop. It can include:

- lack of attention, support, guidance
- Lack of emotional warmth and positive interaction

Violence in the home can occur in any family and in all kinds of homes. The perpetrator of domestic violence may be a parent, sibling or other family member. Violence can be extremely distressing for young people and it can make them feel unsafe and scared in their own home. Children and young people are known to suffer emotional and developmental harm from witnessing and being exposed to violence in the home. Violence is wrong and it is against the law; young people should not have to put up with it. Sometimes young people may feel that the violence is their fault; this is never the case.

It is possible that young people in the session could have had direct experience of violence at home. Your school or organisation may know of relevant circumstances and you as a practitioner should check before delivering this session. You should be alert to any signs that a pupil is distressed by the content of the unit. Channels of help and support within the school/organisation should be flagged up, as well as external help lines and sources of support.
Extension Activity 1: Runaway Quiz

1. What percentage of young people have runaway at least once by the time they turn 16?
   a) 1%
   b) 11% - Correct answer
   c) 21%

2. How many 14 and 15 year olds run away from home each year in the UK?
   a) 25,500
   b) 51,500
   c) 71,500 – Correct answer

3. Who is more likely to runaway, girls or boys?
   a) Girls (12%) – Correct answer
   b) Boys (8%)

4. Why is a young person likely to runaway?
   
   Open question, answers may include;
   Poor family relationships
   Problems at school
   Use of drugs or alcohol (either by the young person or a family member)
   Feeling isolated
   Bullying
   Abuse or maltreatment in the home
   Arguments and family conflict
   Forced to leave
   Unhappiness/depression
5. 1 in 12 young people who runaway said they had been hurt or harmed during their most recent experience running away.
   a) True – Correct answer  
   b) False

6. What percentage of young people sought help from agencies or organisations when they ran away?
   a) 4% - Correct answer  
   b) 14%  
   c) 40%

7. 20% of young people said their disappearance was not reported to the police.
   a) True  
   b) False – 68% of young people said their disappearance was not reported to the police. – Correct answer

8. 30% of those who had runaway overnight had done this before their 13th birthday.
   a) True – Correct answer  
   b) False

9. How many runaways resorted to survival tactics such as begging or stealing?
   a) 1 in 10  
   b) 1 in 8 – Correct answer  
   c) 1 in 4
10. If one of your friends were considering running away, what should you advise them to do?

a) Let them stay at your house, but don’t tell their parents.

   *(Incorrect because the parents are likely to worry, the police may start an investigation to find them and the young person will be left isolated without appropriate support services)*

b) Go around to their house and tell their parents what they are planning to do.

   *(Incorrect because this may aggravate the situation at home, particularly if family problems/abuse at home are a causal factor for the need to runaway)*

c) Seek help from a trusted adult or an appropriate support agency – Correct answer

Questions 1 to 9 are the findings from the second National Survey of Young Runaways, ‘Still Running II’. The Children’s Society, 2005.
UNCRC in Child Friendly Language

The convention in Child-Friendly Language
(UN Convention on the Rights of the Child)

The United Nations Convention on the Right of a Child is referred to during the session. The UNCRC is an international human rights treaty that grants all children and young people (17 and under) a comprehensive set of rights. The UK signed the treaty in 1990.

**Article 1**
Everyone under 18 has these rights.

**Article 2**
All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

**Article 3**
All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

**Article 4**
The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

**Article 5**
Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

**Article 6**
You have the right to be alive.

**Article 7**
You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).
**Article 8**
You have the right to an identity – an official record of who you are. No one should take this away from you.

**Article 9**
You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

**Article 10**
If you live in a different country than your parents do, you have the right to be together in the same place.

**Article 11**
You have the right to be protected from kidnapping.

**Article 12**
You have the right to give your opinion, and for adults to listen and take it seriously.

**Article 13**
You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

**Article 14**
You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

**Article 15**
You have the right to choose your own friends and join or set up groups, as long as it isn’t harmful to others.

**Article 16**
You have the right to privacy.

**Article 17**
You have the right to get information that is important to your well-being, from radio, newspapers, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.
Article 18
You have the right to be raised by your parent(s) if possible.

Article 19
You have the right to be protected from being hurt and mistreated, in body or mind.

Article 20
You have the right to special care and help if you cannot live with your parents.

Article 21
You have the right to care and protection if you are adopted or in foster care.

Article 22
You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 23
You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 24
You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 25
If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26
You have the right to help from the government if you are poor or in need.

Article 27
You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can’t do many of the things other kids can do. go to school to the highest level you can.
**Article 28**
You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

**Article 29**
Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

**Article 30**
You have the right to practice your own culture, language and religion – or any you choose. Minority and indigenous groups need special protection of this right.

**Article 31**
You have the right to play and rest.

**Article 32**
You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

**Article 33**
You have the right to protection from harmful drugs and from the drug trade.

**Article 34**
You have the right to be free from sexual abuse.

**Article 35**
No one is allowed to kidnap or sell you.

**Article 36**
You have the right to protection from any kind of exploitation (being taken advantage of).

**Article 37**
No one is allowed to punish you in a cruel or harmful way.

**Article 38**
You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.
**Article 39**  
You have the right to help if you've been hurt, neglected or badly treated.

**Article 40**  
You have the right to legal help and fair treatment in the justice system that respects your rights.

**Article 41**  
If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

**Article 42**  
You have the right to know your rights! Adults should know about these rights and help you learn about them, too.
Arguments at Home

Go for a smoke

Hang out with my friends

Forced marriage
<table>
<thead>
<tr>
<th>Go to a party</th>
<th>Physical violence from parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trafficking</td>
<td>Staying at boyfriend/girlfriend’s house</td>
</tr>
</tbody>
</table>
Rules are too much

Feeling depressed

Just need to clear my head for a bit

See my family

Rules are too much

Feeling depressed
<table>
<thead>
<tr>
<th>Bereavement</th>
<th>spinning</th>
</tr>
</thead>
<tbody>
<tr>
<td>My head's just</td>
<td></td>
</tr>
<tr>
<td>Go to clubs</td>
<td>hurt me</td>
</tr>
<tr>
<td>I have to or they will</td>
<td></td>
</tr>
<tr>
<td>Why should I stay somewhere I don’t like?</td>
<td>For fun</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Disagreements with parents/carers</td>
<td></td>
</tr>
<tr>
<td>Feel like I’m missing out if I stay at home</td>
<td></td>
</tr>
<tr>
<td>Meet up with someone I met online</td>
<td>It gives me a buzz</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Parent/carer’s alcohol use</td>
<td>Parent/carer’s mental health</td>
</tr>
<tr>
<td>Score drugs</td>
<td>Radicalisation</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Plan to hurt myself</td>
<td>I have no one to talk to</td>
</tr>
</tbody>
</table>
He told me he loved me

Support or care plans unclear/changing

Being restrained

Parents are getting divorced
<table>
<thead>
<tr>
<th>Boredom</th>
<th>To try and get them to notice me</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being grounded</td>
<td>To prove they can’t control me</td>
</tr>
</tbody>
</table>