NSPCC
Keeping our Children Safe
Raising awareness in black and minority ethnic communities

Introduction

EVERY CHILDHOOD IS WORTH FIGHTING FOR
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The safety and wellbeing of children and young people is a concern for everyone. Whatever their background, most parents and carers of children want the very best for their children and most do their utmost to ensure that they are achieving, developing well and growing up safe from harm.

In the United Kingdom today, the majority of children who are black or from a minority ethnic group are well looked after by their parents and carers. However, a significant minority of children do experience harm and, in many cases, they and their families do not receive appropriate help and support.

Some black and minority ethnic parents do not get the support services that can help them to care for their children. This is because of discrimination, language difficulties or lack of awareness about services.

Some black and minority ethnic children and young people do not get help because members of their community do not believe that child abuse happens in their community. Sometimes the way a child is looked after or the practice of a particular community is harmful to children. Communities and parents may not know this and the fear of involving support services have meant children have been hurt.
The Laming\(^1\) report into the death of Victoria Climbié identified failures to safeguard her at both the professional and community level. Victoria was known to several statutory agencies, came into direct contact with several professionals and was also seen by people in the community, most of whom did not suspect her to be a victim of child abuse. Victoria was from the Ivory Coast in West Africa and spoke French - people assumed that the different way she behaved and how she was treated by her aunt were because of “cultural differences”. The fact was, she was being tortured and abused by her aunt and her aunt’s partner. In the public inquiry into her murder it was seen that, if she had been a white British child, different questions may have been asked and services offered that could have stopped her from being killed.

Khyra Ishaq\(^2\) died aged 7 of bronchial pneumonia and septicaemia with focal bacterial meningitis in May 2008. At the time of her death, she was malnourished with severe wasting due to significant starvation over several months and had bruising to her body. Khyra’s mother and her partner were convicted of manslaughter. Legal evidence suggested that the mother’s partner’s belief, that evil spirits inhabited the child, led to severe physical chastisements, beatings and humiliating punishments for all of the children, including the withdrawal of food, and resulted in the death of Khyra.

Kristy Bamu\(^3\), aged 15, was killed by his sister and her partner in 2010. He was subjected to torture and then drowned in a bath in the couple’s flat in Newham, East London. Kristy was autistic but his attackers believed that he was practising witchcraft (kindoki) and had cast spells on another child in the family. The abuse was perceived as a way of exorcising the evil spirit within him.

In 2012 the Government produced the National Action Plan to tackle Child Abuse linked to Faith or Belief. This was the work of a national working party set up for the specific purpose of producing the plan. The plan is organised into four themes: engaging communities; empowering practitioners; supporting victims and witnesses; and communicating key messages. It identifies 16 actions, each with key problems and solutions, and includes information about work that was already being undertaken to tackle abuse linked to faith or belief. In developing the plan, the action group deliberately confined their work to considering abuse that is linked to a belief in witchcraft, evil spirits and the supernatural. It did not attempt to look at other issues (such as female genital mutilation, forced marriage or honour violence) where there might be a link between faith/culture and abuse. It also did not look at abuse that might take place in a religious or cultural context but not have a clear link with cultural or religious belief (for example, sexual abuse by those living or working in a religious community).

According to the Office of National Statistics and Scotland’s Census and NISRA (Northern Ireland Statistics and Research Agency),\(^4\) there are people from 18 ethnic groups currently living in the United Kingdom. Within each group there are numerous different cultural sub-groups, each with their own traditional child-rearing practices. Many of these traditional practices bring long-term benefits to children’s development and need to be understood and respected. However, there are also traditional practices that are harmful or potentially harmful to children’s development. These must be identified and responded to effectively.

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Deciding whether a particular childcare practice is harmful is never easy. Cultural identity provides a sense of belonging and informs personal identity. Within this context, acknowledging any suggestion of the negative effects of a particular traditional practice is likely to be very sensitive. This process is even more challenging when the suggestions of inappropriate childcare practices come from outside the culture.

Change towards eliminating harmful childcare practices is far more likely when a challenge is led from within the same or a similar culture. However, this challenge will only surface when members of minority ethnic communities first recognise and accept that a particular child-rearing practice is harmful to children’s development. These empowered members are often in the best position to help in the development of local and effective strategies for change.

The aim of this resource is to take safeguarding into the very heart of black and minority ethnic communities by providing an opportunity for sharing and learning about positive and harmful childcare practices and ways in which children can be kept safe.

Black and minority ethnic communities have been selected because of a lack of resource that allows reflection about childcare practices in their communities, and because there is much greater scope for lack of understanding and communication difficulties between them and the statutory service providers. However, much of the material can work equally well in a non-minority ethnic community, where members would benefit from reflecting on child-care practice.

The pack also aims to develop an understanding within communities about the role and responsibilities of state and voluntary agencies, to identify the responsibilities and rights of parents or carers to get services, and to ensure that families and others know about the range of support that is available to help them.

The material in this pack is intentionally generic, in the hope that this will allow facilitators to be responsive to specific cultural issues raised by the community with which they are working.
Keeping our children safe: Raising awareness in black and minority ethnic communities

Defining black and minority ethnic communities

We have used the Office for National Statistics’ definition of black and minority ethnic communities:

“White (Irish, Gypsy or Irish Traveller, any other white background), Mixed/multiple ethnic groups (White and Black Caribbean, White and Black African, White and Asian, any other mixed background), Asian/Asian British (Indian, Pakistani, Bangladeshi, Chinese, any other Asian background), Black/African/Caribbean/Black British (Caribbean, African or any other Black background), Arab, and any other ethnic group.”

Children and young people

The terms used within this resource pack reflect an understanding of current good practice. The terms “children” and “young people” are used interchangeably on the basis that the text is referring to all those under 18 years of age, unless stated otherwise.

Who can use this resource?

• Voluntary, faith-based and other Third Sector organisations providing services to parents and carers.
• Professionals working with black and minority ethnic parents and carers.
• Black and minority ethnic groups working with parents and carers.
• Family service centres.

How to use the exercises

• Integrate the activities into existing programmes or convene a group specifically for this purpose.
• Deliver the exercises as a weekly programme, selecting activities from each of the three modules.
• Run the programme over a full day, selecting exercises from each of the three modules.
• Use the glossary to help participants to understand key words.

Following up after each session

The exercises will help people to think and talk about the issues affecting children in their communities. If particular cultural or childcare issues arise during the session, you can invite someone in to talk more about them afterwards. For example, you could consider inviting a local community drugs worker, doctor or teacher to talk about drug abuse; the police or community safety team to talk about local crime and gangs; or a local social worker, NSPCC representative or designated nurse to talk about child protection.

Refer to the useful list of Sources of further help and information in this resource.

Before you start training

• To help deliver the training, go through the resources on the recommended reading list.
• Identify your group and agree with colleagues if you are planning to integrate sessions into existing activities.
• Consider practical issues, such as the need for interpreters, crèche facilities, prayer facilities, and dietary, literacy and accessibility needs.
• Identify your co-facilitator and go through the co-working agreement together.
• Select the sessions you want to run with your group from this pack.
• Meet with interpreters and volunteers and agree how you will work together, ensuring that there is a common understanding about roles, responsibilities, language and terminology.
• Prepare a list of local support services and resources by contacting the Voluntary Service Council (VSC), your local safeguarding children board (LSCB), your local children’s social care and the NSPCC.
• List any equipment that you will need for the sessions and any preparation you will need to do, such as making scenario cards or writing on the flipchart. Have these ready before starting.
• Allow time after the session to review with your co-facilitator and/or support person how it went.
• Be clear about how you will be presenting the material.
• Participants may want a certificate of attendance, so determine what percentage of attendance would qualify (for example, attendance at one session or all of the sessions) and prepare the certificates for the final session.
The exercises in this pack focus on providing activities for children on a regular basis; they ask participants to think about their own experience of being a child and to consider how this differs from the experience of children in their community today. The exercises also get participants to think about traditional practices that may be helpful or harmful to children’s development. Raising these issues may bring out strong feelings. It is important that facilitators observe the following ways of working when delivering and facilitating sessions.

**Recognising cultural sensitivity**

The aim is to ensure that everyone feels comfortable to talk in the group. Recognising everyone’s cultural uniqueness, showing a positive attitude, and relating to people’s needs in a respectful and appropriate way will help to achieve this. Be mindful about the customs and ways of greeting and being with people in the group with which you are working. Ensure that you build in time for prayers or other cultural practices that your group needs to observe. Raise ideas about children’s care in a way that doesn’t cause offence, or make people argue with each other or with you as the facilitator.

Some people may be uncomfortable discussing sensitive issues like sexual abuse in mixed groups or with facilitators of the opposite gender. It is important to address this when planning sessions.
Being non-threatening

Participants will need to feel safe when sharing information and talking about things that concern them. It is important that people don’t end up feeling bad or inferior when there is a challenge about a particular way of looking after children.

Keep the focus on the behaviour that may be inappropriate and not the person. Facilitate discussions without generating fear or blame. Ensure people do not feel patronised, preached at or imposed upon.

It is likely that information suggesting harmful practices towards children may emerge during sessions. Where a response is necessary it is important that this is done in the context of help and support. Let people know that if they wish to talk about a particular child they can talk to you at the end of the session. You can also suggest local organisations, such as family centres, community safety teams or similar agencies working with children and families.

You can also help people to contact the NSPCC Helpline on 0808 800 5000. If you are worried about a child or young person’s immediate safety, contact the emergency services.

Empowering participants to take action

Encourage participants to take action if they are concerned about a child. Tell them that any statutory services involved, such as children’s social care, are required to work in partnership with parents and children.

Every local authority has a statutory body – a local safeguarding children’s board (LSCB), which is responsible for developing a plan for safeguarding children in their area. They are an important source of information about services.
Being honest

When sharing information to support what you are saying, ensure that this is clear and factual. If you don’t know the answer to any question, this is okay and you can say so. You can contact the NSPCC on 0808 800 5000 or email help@nspcc.org.uk.

Recognising diversity

Although you may be working with a single cultural group, there is likely to be considerable diversity within this. Pay attention to issues of age, ability, gender, sexuality, childcare responsibility, language and other variations relevant to your group. Allow for differences in personal opinions and attitudes.

How to avoid stigmatising participants

Motivating people to attend these sessions may not be easy. Where possible, integrate sessions into other activities that people are already attending. For example, if you are running a parenting group, you can include sessions from this pack to raise awareness about safeguarding issues. If there are other activities such as a parent and toddler group, language class or something similar, build in sessions so that people can attend without feeling anxious or worried.

Being supportive

Some participants may talk about early childhood experiences or problems with which they need help. It would be helpful to have a list of local resources. We have included contact details of national organisations that offer help in this pack. Your local voluntary service council (VSC) will have a list of appropriate organisations in your area. The NSPCC Helpline on 0808 800 5000 may also be able to help you find your nearest resources.
How to facilitate sessions effectively

**Leading discussions**
- Make sure everyone is clear about the purpose of the discussion. People in groups often start talking about other things. Ensure you bring the discussion back to the topic.
- Speak clearly.
- Encourage everyone to participate and make sure the discussion is not just directed to you. For example, open the discussion to the whole group by asking: “What do other people think or feel about this? Do you all agree?”
- Try to make eye contact with everyone when you are speaking. Some members may be quiet or shy. Encourage them to participate without making them feel under pressure.
- If people are not used to responding to a “teacher” in big groups, get them to talk in pairs or small groups first, and then to share their thoughts and feelings with the whole group.
- Think about what you are going to say before the session, as appearing to read from the pack can be distracting for participants.
- When a point is made, wait for others to respond before you do, even if it seems like a long time. It is often very tempting to fill silences, but a quick response may not allow for different learning styles. Some members may prefer to think more about what has been said before responding.
- Where one or two members are dominating all the feedback and discussions, encourage others to contribute by directing questions at them or by getting people from the smaller groups to take turns feeding back to the main group.
- Keep up with the flow of what has been said and support or challenge any points of view as appropriate.

**Managing conflict and disagreements**
- Intervene in a clear, firm way.
- Do not impose your own views on the group.
- Identify the issue and avoid personalising it.
- End discussion by stating the value of everyone’s input.
- If you think a child may be at risk of harm, always remember to seek advice and call the NSPCC Helpline on 0808 800 5000.
- Where a discussion seems to be unending, bring it to a conclusion by summarising any key points made and getting people to think about them.
- Refer to the working agreement if people in the group behave unhelpfully during the training, particularly if they use mobile phones. Agree that mobile phones should be switched off or remain on silent, and that there should be no text messaging.
- Be mindful of the aim and objectives of the session you are running – this will help you to stay focused.
- End a discussion by summarising key learning points for the session.
- Always debrief your co-facilitator and interpreter after each session, as well as on completion of the programme.
Keeping our children safe: Raising awareness in black and minority ethnic communities

Summary of the modules

Module 1
The activities in this module are designed to get participants thinking back to when they were children and how this has affected their thoughts and feelings about the way children are seen and cared for today. The activities also prompt participants to think about what children need in order to grow to their full potential.

It is important that you start the sessions by selecting at least two activities from this module, one from the first three (1.1, 1.2 or 1.3) and the second from the last two (1.4 or 1.5). This will help the group to start thinking about what children need and create the context for thinking about safeguarding children in their community.

Module 2
The activities in this module are designed to increase awareness about child abuse from a cultural position. The sessions will enable participants to consider what child abuse is via a number of different activities.
Participations will become aware of the laws in the United Kingdom, including the powers given to agencies to safeguard children and the rights and responsibilities of parents. If time allows, you can choose to run all the activities or just choose the ones of most help to your group.

Module 3
The exercises in this module allow participants to think about:
- identifying and strengthening practices in the family and community that protect children from harm
- understanding the roles and responsibilities of key professionals involved in children’s safety and wellbeing
- knowing about the sources of support in their community.

Again, you can select or deliver all three activities if you feel they will be useful.

Delivering the sessions
Once you have selected your activities, it is important to deliver them in the order that they have been written.
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<th>List of sessions</th>
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**Module 1 - Getting in touch with children's needs**

- Introductory session: Why are we doing this course? 60 minutes
- 1.1 Childhood past and present 70 minutes
- 1.2 What we think of children in our community 60 minutes
- 1.3 Then and now – how we look after children 45 minutes
- 1.4 Connecting to children's needs 60 minutes
- 1.5 What do children need and when? 65 minutes

**Module 2 - Raising awareness of child abuse**

- 2.1 Who abuses children? 45 minutes
- 2.2 What is child abuse? 70 minutes
- 2.3 Child abuse or culturally acceptable behaviour? 105 minutes
- 2.4 Alternatives to physical punishment 65 minutes
- 2.5 Safeguarding children – the law 105 minutes
- 2.6 What stops us taking action to keep children safe? 65 minutes

**Module 3 - Strengths and support**

- 3.1 Safeguarding children in our community – protective factors 60 minutes
- 3.2 Roles and responsibilities in safeguarding 50 minutes
- 3.3 Sources of support 45 minutes
Preventing abuse: Raising awareness in black and minority ethnic communities

Preparing in advance
You will deliver the training more effectively if you have some awareness of children’s care needs and child abuse, as well as having undergone child protection training yourself. You will need to familiarise yourself with the contents of this pack and read some of the recommended reading.

When you plan the programme, consider how many people are likely to attend and their similarities or differences, such as their identities, backgrounds, languages and experiences of learning. The exercises in this pack require people to share their own thoughts and feelings and to listen to others doing the same. Not everyone is comfortable with this way of learning. Some people may be shy or anxious. Others may not be used to giving answers to a “teacher.” Take time to explain the way you are going to work if necessary.

Encouraging people to participate
People need to feel comfortable to share their experiences, thoughts and feelings, so begin with the introductory session to allow them to get to know each other before responding to the material in the pack. Paying attention to culturally sensitive issues will also help with participation. Include ways of engaging people that reflect cultural norms. This will help participants to connect with each other, relax and be ready for learning and sharing.

Arranging the time and venue
Ensure that the space chosen for the sessions is free from disturbances and distractions. Check whether it is accessible for everyone and whether you need to make arrangements for childcare. The durations shown in this pack for each session are a guide. Actual timings may vary according to the size of your group, the use of interpreters, and the experience and style of delivery of the facilitator.
Equipping the sessions
Make sure you have all the equipment for the sessions that you plan to run. Spend some time preparing this in advance where suggested.

Enlisting support
Identify someone who can support you while you are running the sessions. This could be your manager or someone from your local professional network who has an interest in safeguarding children. It would be helpful if you paired up with someone who has experience of working with children or delivering this kind of material.

Considering issues of gender
For some groups, gender may be a very sensitive issue. Some men and women may find it difficult to talk about some of their experiences in mixed groups. Equally, some groups may find it difficult to engage with facilitators of the opposite gender. You will make it easier for participants to engage with the material by being sensitive to these needs. Experience in social care shows that it is mostly mothers who are engaged by the helping services, yet fathers play an important role in the lives of their children.6 Where possible, encourage men to participate by holding single gender groups.

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Choosing facilitators

We recommend using two facilitators to deliver the sessions, including one with knowledge of safeguarding children, particularly when delivering module two.

Facilitators should have experience and skills in working with groups. They should not feel threatened by challenge, be secure about their role, and be able to get people to share their thoughts and feelings without being judgmental. If you do find someone to work with you, it is important to complete the co-working agreement included in this pack, which will help you to work together more effectively. If you cannot find a co-facilitator, try to identify someone who can support you when you are planning the sessions. This could be a teacher, social worker, health visitor or a designated safeguarding officer in your organisation.

Working with interpreters

To deliver the sessions effectively, the facilitators should ideally speak the languages of the community with which they are working. However, this may not always be possible for all the groups. If so, it is important for the facilitator and interpreters to meet well in advance of starting the sessions. Check that the interpreters are comfortable about translating discussions about childcare, which may include information about harmful sexual behaviour. Discuss any terms used to describe acts of sexual abuse with children. Many communities have “slang” words to describe sexual behaviours, as well as the more formal/scientific terms. Use the latter to ensure that the interpreters are comfortable about saying such words and is doing so in a way that will help the group to understand without becoming embarrassed.

Allow time to get to know the interpreters. Ensure you have a common understanding of the language and the meaning of words, especially those about child protection. You can use the glossary of terms at the end of this resource pack to help.

Agree with the interpreters to translate exactly what is being said by group members, rather than to summarise. Always look at the group when you are working through interpreters. Consider the gender of interpreters carefully and, where possible, try to use the same interpreters for all the sessions.

Using an interpreter or interpreters is likely to increase the time needed to run the sessions. Consider in advance how you are going to manage that by either reducing the amount of material in a session or increasing the time.

Using volunteers

To facilitate participation of groups with literacy issues, consider using dual language volunteers to assist with recording the group’s discussion and points for feedback. Do some preparation with the volunteers before the sessions, so that they are clear about their role.
Glossary of terms

This glossary explains some of the words and phrases used in this resource pack. The meanings are given in the context of the pack. They are a point of reference if there is confusion and may also help when working with interpreters.

**Child in care** A child who is looked after by a local authority children’s social services department. The child is usually placed within a family or with foster carers.

**Child protection case conference** A meeting where professionals, parents and sometimes children come together to discuss concerns about the care of a child and what action to take.

**Children’s rights** A set of universally agreed and non-negotiable standards and duties towards children. In 1989, world leaders decided that children under 18 years of age needed a special convention just for them, because they often need special care and protection that adults do not. This led to the development of the United Nations Convention on the Rights of the Child, which sets minimum freedoms and entitlements for all children across the world.

**Childcare** A specific way of responding to children’s care needs.

**Childhood** The time of being a child from birth or being small until the onset of puberty or becoming an adult, but the definition may differ between cultures.

**Child development** The growth of children as they get older and meet the expected goals for each stage of their development.

**Child in need** A child whose growth and development is a cause for concern, a child being harmed or at risk of harm, or a disabled child.

**Community** A group of people within society with a common background or shared interests.

**Community leader** A guide, advisor and/or spokesperson for a group of people with a common background or shared interests.

**Confidentiality** Agreeing to keep any personal information shared by members of a group solely within that group.

**Cultural** A particular point of view or way of doing something common to or shared by a particular social group.

**Culturally relevant** Something specific to and with meaning for a particular culture; a way of doing something that might be different in comparison to another culture and possibly harmful, but is accepted nonetheless.

**Disabled child** Disabled people in the UK prefer this term to “children with disabilities”, because they believe individuals are ultimately disabled by the effects of prejudice and discrimination, which create barriers and deny opportunities.

**Discriminate** To treat a person or group unfairly because of a personal prejudice or assumption.

**Diversity** The recognition that society is made up of people with different identities, experiences and backgrounds. Diversity acknowledges and values the participation of everyone, no matter what their background or situation, and is respectful of the needs of all groups and communities.

**Abolition** The act of officially ending something that has been causing harm to people.

**Attitude** An opinion or general feeling about something, either positive or negative.

**Barrier** Something that gets in the way of, or prevents us from, taking action when we are worried about a child.

**Caregiver** Someone who looks after another person; in this context, parents or other adults who look after children.
<table>
<thead>
<tr>
<th>E</th>
<th>Emotional alert</th>
<th>A warning that the material will stir our emotions and may bring out strong feelings.</th>
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<tbody>
<tr>
<td>F</td>
<td>Facilitator</td>
<td>Someone who provides information to a group to generate discussion and to encourage them to find their own solutions to problems or tasks; someone who guides training.</td>
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<tr>
<td>G</td>
<td>Gender</td>
<td>The distinct roles, behaviour and activities attributed to men or women in a particular society, which may systematically favour one gender and lead to inequalities.</td>
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<tr>
<td>H</td>
<td>Harm</td>
<td>To cause physical, mental or emotional hurt to a child or young person.</td>
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<tr>
<td>I</td>
<td>Issue</td>
<td>Something for discussion or of general concern.</td>
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<td>M</td>
<td>Maximum</td>
<td>The highest level.</td>
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<tr>
<td>O</td>
<td>Over-protection</td>
<td>Not allowing children to take part in activities otherwise suitable for their age and stage of development because you have an inflated fear for their safety or health.</td>
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<tr>
<td>R</td>
<td>Resilience</td>
<td>The ability to recover (quickly) from setbacks or harm.</td>
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<tr>
<td>S</td>
<td>Safeguarding policy</td>
<td>A written statement explaining an organisation’s commitment to keeping the children with whom it works safe, such as its philosophy, what it will do to keep these children safe and the behaviour it expects from its staff and volunteers.</td>
</tr>
<tr>
<td>P</td>
<td>Participatory environment</td>
<td>A place where people feel comfortable sharing their thoughts and feelings without any fear of being put down or ignored.</td>
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<td></td>
<td>Partnership</td>
<td>Co-operation between people or groups working together for the same purpose.</td>
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<td></td>
<td>Perpetrator</td>
<td>Someone responsible for causing harm.</td>
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<td></td>
<td>Prejudice</td>
<td>A judgment, which is often negative, made without proper knowledge or experience.</td>
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<td></td>
<td>Protection</td>
<td>Something that prevents somebody or something from being harmed or damaged.</td>
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<td></td>
<td>Faith leader</td>
<td>Someone who provides religious guidance and advice to a group of people.</td>
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<td></td>
<td>Family support</td>
<td>Services provided to a child in need and their family to help the child to achieve their potential at each stage of development.</td>
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<tr>
<td></td>
<td>Maximum</td>
<td>The highest level.</td>
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<tr>
<td></td>
<td>Safeguarding</td>
<td>Doing everything possible to reduce the risk of harm to children and young people.</td>
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<td></td>
<td>Secure</td>
<td>A “secure” context is where children can explore the world around them, but know they can turn to their caregivers if they experience discomfort or need support.</td>
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</table>
Stability  Children and young people feeling sure that the people caring for them will always be there.

Stigmatising  Describes something that causes others to form a particular, fixed view of someone.

Strategy  A plan of action to achieve a particular goal.

Traditional practice  A particular way of doing something sustained over a period of time, in many cases passed from generation to generation, recognised as a way of life.

Unique  Different in a way that makes somebody or something special and/or worthy of note.

Unprotected  Having no protection from being harmed by an adult.

Universal  Applicable to the whole world.

Victim  Somebody who is hurt or killed by someone else.

Vulnerability  Openness to physical or emotional harm.

Wellbeing  The state of being good, healthy, comfortable and happy.

Welfare  The state or condition of someone with respect to their health, safety, happiness and ability to achieve.

Word storm  To consider an issue and list words or ideas around it, such as on a flipchart.
Other resources

BME women’s struggles against forced marriage and honour based violence
This article focuses on the work of women’s groups in dealing with incidents of forced marriage and honour-based violence, the positive developments taking place and the continuing need for improvement.

Cultural barriers to the disclosure of child sexual abuse in Asian communities: listening to what women say
This article looks at the apparent under reporting of child sexual abuse in Britain’s Asian communities. After consultations with Asian women it highlights the difficulties of accessing services, due to Asian women’s fears of how agencies will respond. It describes how these fears are compounded by the cultural imperatives of honour, respect, modesty and shame.

Female genital cutting and children’s rights: implications for social work practice
Argues that female genital cutting (FGC) is a children’s rights issue, as well as a women’s rights issue, because it infringes the right of the child to bodily integrity and to be safe from harm. Calls for professionals to be aware of the importance of their role in proactively preventing this irreversible procedure to which children cannot consent. Discusses the concept of social construction of identity in order to analyse the importance of FGC in cultures where it is part of a tradition and to contribute to its prevention.

Female genital mutilation (FGM)

Good practice for working with faith communities and places of worship - spirit possession and abuse, Churches’ Child Protection Advisory Service.
Download from www.ccpas.co.uk

Keeping Children Safe: a toolkit for child protection

Learning from case reviews around child sexual exploitation (2013)
NSPCC online briefing. Available from: https://www.nspcc.org.uk

Learning from serious case reviews involving people whose first language is not English

Multi-faith Safeguarding Hub

Positive parenting need-to-know guide (2016)
NSPCC guide available from https://www.nspcc.org.uk

Resources for parents about keeping their children safe, including safety online:
https://www.nspcc.org.uk

Safeguarding African Children series of publications from AFRUCA.
Available from http://www.afruca.org

Available from: www.unicef.org/crc

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This article looks at the apparent under reporting of child sexual abuse in Britain’s Asian communities. After consultations with Asian women it highlights the difficulties of accessing services, due to Asian women’s fears of how agencies will respond. It describes how these fears are compounded by the cultural imperatives of honour, respect, modesty and shame.

Female genital cutting and children’s rights: implications for social work practice
Argues that female genital cutting (FGC) is a children’s rights issue, as well as a women’s rights issue, because it infringes the right of the child to bodily integrity and to be safe from harm. Calls for professionals to be aware of the importance of their role in proactively preventing this irreversible procedure to which children cannot consent. Discusses the concept of social construction of identity in order to analyse the importance of FGC in cultures where it is part of a tradition and to contribute to its prevention.

Female genital mutilation (FGM)

Good practice for working with faith communities and places of worship - spirit possession and abuse, Churches’ Child Protection Advisory Service.
Download from www.ccpas.co.uk

Keeping Children Safe: a toolkit for child protection

Learning from case reviews around child sexual exploitation (2013)
NSPCC online briefing. Available from: https://www.nspcc.org.uk

Learning from serious case reviews involving people whose first language is not English

Multi-faith Safeguarding Hub

Positive parenting need-to-know guide (2016)
NSPCC guide available from https://www.nspcc.org.uk

Resources for parents about keeping their children safe, including safety online:
https://www.nspcc.org.uk

Safeguarding African Children series of publications from AFRUCA.
Available from http://www.afruca.org

Available from: www.unicef.org/crc
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A warm thanks from the NSPCC to you all!
Together we can help children who’ve been abused to rebuild their lives. Together we can protect children at risk. And, together, we can find the best ways of preventing child abuse from ever happening.

We change the law. We visit schools across the country, helping children understand what abuse is. And, through our Childline service, we give young people a voice when no one else will listen.

But all this is only possible with your support. Every pound you raise, every petition you sign, every minute of your time, will help make sure we can fight for every childhood.

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