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WEST MIDLANDS
VIOLENCE
REDUCTION PARTNERSHIP



#timetotalk KS2

Guide for Schools and Educators

Nikki Holmes - Safer Together

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Introduction

Welcome to the **#timetotalk** project. **#timetotalk** was initially commissioned in December 2021 by the by the West Midlands Police and Crime Commissioner (OPCC) and the West Midlands Violence Reduction Partnership (VRP) to deliver the management of the OPCC awarded Safer Streets 3, Violence Against Women and Girls Fund project.

Due to the success of the project, **#timetotalk** was recommissioned to be delivered to an additional 60 schools across the West Midlands by the VRP and OPCC.

#timetotalk has been designed to align with the recommendations of Ofsted's *Review of sexual abuse in schools and colleges* (June 2021) and the *Tackling violence against women and girls strategy* (Home Office, Nov 2021), whilst also supporting the West Midlands Sexual Abuse and Assault Strategy (2020-2023).

Whilst initially designed to provide support for pupils within secondary educational settings, we recognise that to tackle the pervasive issues of misogyny and gender based violence, we need to be proactive, and not simply reactive. Providing early intervention is critical, and therefore we are delighted to now offer our **#timetotalk KS2** programme, which has been specially and carefully adapted to enable us to work in a truly preventative way with children in upper KS2 (**years 5 and 6**).

The aim of **#timetotalk KS2** is to not just challenge harmful ideologies, attitudes and belief systems, but to prevent them from forming in the first place.

A key aim of the interventions delivered as part of the programme, is also to support the transition from primary to secondary, and giving children the armoury and information they need to empower them to speak up and seek support when exposed to wider contextual harms.

We recognise how endemic VAWG is in schools, the longitudinal adverse impact it has on girls and boys, and acknowledge the challenge faced by teachers and staff in tackling this complex, multi-faceted issue. Therefore, we are on hand to provide you with support, advice and guidance for the duration of this project and beyond.

This briefing provides an overview of the project as well as some tips of how you can practically support us to ensure that the programme has the intended reach and impact.

We very much look forward to getting to know you, your staff and pupils, and working with you to support much needed systemic and cultural change.

I am sure you agree, it's **#timetotalk**

Nikki Holmes - CEO Safer Together



Review of sexual abuse in schools and colleges

Ofsted's rapid review of sexual abuse in schools and colleges highlighted that:

- The review found that issues around sexual abuse and harassment are “so widespread that they need addressing for all children and young people”
- For some young people, sexual abuse and harassment is so commonplace, that they see no point in reporting it
- Children and young people were rarely positive about the relationship and sexual education (RSE) they had received
- There may be a lack of awareness among teachers that abuse is happening
- Online sexual abuse is prevalent and group chats are a problem
- Boys are less likely to be aware of the problems than girls
- Young people are learning more from pornography than RSE
- Sexualised and homophobic language is common
- Children report that teachers “do not know the reality” of their lives

The review findings also highlighted that it is not uncommon for boys and girls to have different perceptions of this issue. For example, some girls spoke about how sexual harassment was ‘a big deal’ but boys did not recognise that it was happening or identify it as abuse. Boys also spoke about how they were made to feel “guilt” and “responsibility” for issues around which they did not actually feel responsible.

It is worthy to note, that whilst the Rapid Review was conducted in secondary settings and involved interviewing children and young people aged 11 and above, this does not mean that gender based violence is not an issue for younger children. It is. Increased exposure to the internet and use of social media platforms pre-adolescence, means that primary aged children are also exposed to harmful influences and messages.

#timetotalk KS2

#timetotalk KS2 has been inspired by the original **#timetotalk** programme, but has been carefully adapted so that it is age appropriate and accessible for KS2 children.

#timetotalk KS2 can be delivered to both female and male pupils and the sessions have been designed to be delivered to full class groups. Sessions are fully interactive to promote engagement and critical thinking, and promote learning through fun activities.

The programme consists of **4 sessions**:

- **The world around me and who the world expects us to be**
- **Objectification and social media**
- **Feeling safe and safe relationships**
- **Whose fault is it? (An introduction and exploration of victim blaming)**

These themes are reflective of the wider RSE (2020) agenda by providing a consistent focus on the principles of safe, positive relationships, boundaries and concerning behaviour,

Sessions will be timetabled for delivery in school to best align with the school's own curriculum and the arrangements of the school day.

Specialist practitioners with a proven track record and experience of this type of work, will sensitively and expertly deliver all 4 sessions. Upon signing up to the programme, a worker will be allocated to you and will make contact to schedule coming into school.

Support for Schools

It is important that as a school you feel well supported both during the lifespan of the programme and beyond. Careful consideration has been given to ensure that every school is supported, and given guidance and resources in order to continue the **#timetotalk KS2** conversation post programme delivery.

Some of the support and resources available to each school are detailed below:

- Sessions will be underpinned by the **Let's Talk: VAWG flashcards** that can be used to stimulate conversation and respectful debate. Two sets of flashcards and an accompanying practitioner guide will be provided to each school, enabling them to continue conversations with wider pupil populations. This resource can also support staff training and knowledge acquisition.
- Each school will benefit from a full impact report at the conclusion of each 4 session programme which outlines the efficacy of the programme and recommendations of additional work they could do and strategies they could implement to achieve further attitudinal shifts across their wider pupil populations.



Supporting project delivery

As a school, there are a number of steps that can be taken which would support effective project delivery,

- Ensure that rooms for the session are booked well in advance to avoid session time being lost.
- If sessions need to be cancelled or re-arranged, contact should be made with your allocated practitioner to re-arrange sessions.
- Support pupils to arrive at their sessions on time, to help sessions to start promptly.

Safeguarding

It is recognised that due to the nature of the interventions being delivered and the conversations being held, that there is a propensity for children to make disclosures of harm or abuse, or for safeguarding concerns to be identified.

Practitioners responsible for programme delivery are expected to obtain a copy of each school's Safeguarding Policy, and be aware of how to report safeguarding concerns in accordance with school policies and procedures. Any concerns identified will be raised with the school's Designated Safeguarding Lead (DSL) prior to leaving the school site.

Contacts

We are on hand to answer any questions that you may have and to provide you with guidance and support at every stage of this project.

If your query or question relates to any aspect of the project, resources or project evaluation, you can also contact the Project Lead:

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