

RAILWAY CHILDREN

RUNAWAY PREVENTION

EDUCATION PACK

Key stage 2

PSHE Association
Quality Assured
Resource

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www.railwaychildren.org.uk

children RAILWAY
Fighting for street children

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RAILWAY CHILDREN RUNAWAY PREVENTION EDUCATION PACK

Railway Children is an international children's charity working with children alone and at risk on the streets. Every year 100,000 children under 16 run away from home or care in the UK, and at least 18,000 sleep rough or with someone they have just met. (Source: Still Running 3 (2011), The Children's Society.)

The lessons in this pack have been developed in partnership with senior teachers with extensive experience of working with young people with social, emotional, behavioural and mental health issues. All of the resources in this pack have been developed in line with PSHE Association guidance, take into account their Ten Principles of good PSHE Education, and have been assessed and awarded the PSHE Quality Mark. These resources are suitable for years 5 and 6 within Key Stage 2.

The lessons are designed to help young people understand the risks of running away, and identify safer alternatives and people who may be able to help them. If any student needs more individual support as a result of the session, there are some useful helpline numbers and suggestions at the end of the pack.

After using the resources, please give your feedback at
<https://www.surveymonkey.co.uk/r/runawaypack>

If you would like to know more about Railway Children please visit
www.railwaychildren.org.uk



TEACHER'S NOTES

Resources for children in year 5 and 6

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OVERVIEW

Railway Children fight for vulnerable children who live alone at risk on the streets, where they suffer abuse and exploitation. In the UK, society often denies that this problem exists.

The purpose of this resource pack is to enable children in year 5 and 6 to consider the reasons children run away from home, to explore the risks associated with running away and provide an opportunity for them to build a 'Wall of Safety' for their school.

As part of the session children will examine 'Sophie's Story' and discuss issues of friendship, appropriate relationships and consent. Towards the end of the session, children are asked to create a classroom display sharing the safe people and safe places in their lives.

In addition to the central aim of the session, issues that can be explored through these activities include the following:

- Friendships and bullying
- Family life
- Emotional well-being and mental health
- Sex and relationships
- Consent
- Child sexual exploitation
- E-Safety

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DISCLOSURE

Please take time to consider the ways in which you will create a safe learning environment, in keeping with your usual practice. This could include ground rules or a class contract, drawn up in collaboration with the children.

There may be occasions throughout this session when children choose to share their own experiences. These discussions should be dealt with sensitively and any disclosures should be shared in line with your school's safeguarding or child protection policy. Further information and sources of support related to running away, including confidential helplines, can be found on our website.

PSHE

In September 2013, the DfE published a new National Curriculum that came into effect in 2014. Whilst PSHE education remains a non-statutory subject, section 2.5 of the National Curriculum framework document states that 'All schools should make provision for personal, social, health and economic education (PSHE) drawing on good practice.' More specifically, government guidance states, 'We expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and the knowledge and skills necessary to make safe and information decisions'.

All of the resources in this pack have been developed in line with PSHE Association guidance and take into account their Ten Principles of good PSHE Education. Through the delivery of this session, teachers are able to introduce content that reflects and meets the personal developmental needs of their individual pupils, take a positive approach to learning that focuses on safety not sensationalism and offer a variety of activities that promote awareness and develop understanding, with an emphasis on the teacher as facilitator.



CROSS-CURRICULAR LINKS

While the focus of this lesson is running away and, more specifically, equipping pupils to recognise risk and identify safe people and safe places, this lesson can also be used as a springboard to further work in the following areas:

Subject	National Curriculum Content	Possible Activities
English	<p>Writing – composition</p> <ul style="list-style-type: none"> Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Note and developing initial ideas, drawing on reading and research where necessary Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Use a wide range of devices to build cohesion within and across paragraphs 	<ul style="list-style-type: none"> Advice leaflets Newspaper articles Creative writing Diary extracts
Art	<p>Use a range of techniques and media, including painting to</p> <ul style="list-style-type: none"> Increase their proficiency in the handling of different materials Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work 	<ul style="list-style-type: none"> Comic books strip Campaign posters Wall display
Geography	<p>Locational knowledge</p> <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics <p>Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom <p>Human and physical geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<p>Study of local area</p> <ul style="list-style-type: none"> Comparison of services across cities Distances between areas Consideration of social issues in different types of location: city / village etc.
Computing	<ul style="list-style-type: none"> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<ul style="list-style-type: none"> Website design Bullying report service Moving image production Review of online support services

LESSON NARRATIVE

LEARNING OBJECTIVES

By the end of this session children should be able to:

- Explain what we mean by 'running away'
- Recognise and name both 'push' and 'pull' factors
- Summarise some of the risks associated with running away
- Identify safe people and safe places

(The lesson can be broken down into chunks according to the needs of your class.)

KEY VOCABULARY

- Running away
- Risk
- Safety
- Secrets
- Grooming

RESOURCES

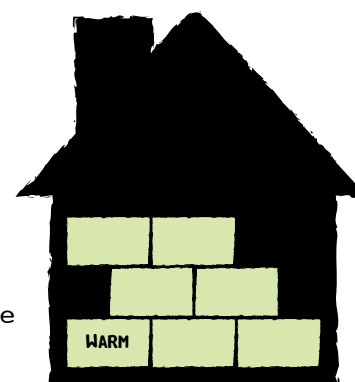
- Interactive whiteboard or projector
- PowerPoint Presentation (included)
- Sophie's Story
- Lego or paper bricks (or similar)
- Learner workbook (template included)
- Art materials to create a classroom display

ACTIVITIES

Exercise 1: My Ideal Home

Place a pile of paper building bricks on every table before the children arrive. Explain to the children that they are going to build their ideal home and that the house should be built out of:

- All the things they want to go in it – nouns
- All the words they want to describe it – adjectives



Ask the children to write different nouns and adjectives on each brick and use their bricks to build a house at the front of the classroom on the wall or whiteboard. Children should be encouraged to explain each brick as it is added and why they chose that particular word or object. Teachers can use a variety of resources for this task and paper bricks could be substituted with Lego or wooden blocks.

Once the house is complete, ask the children what it would be like to live in that house. Then, ask the children to start dismantling the house brick by brick asking them whether they would still want to live there if, for example, it didn't have a TV.

This activity should be used to focus the children on what makes a happy home but also help them identify a point at which they might consider leaving their new house. As the final bricks are removed, the class should be helped to recognise that children who leave their home, for whatever reason, are running away. This discussion should enable the teacher to share the objectives for the session.

Exercise 2: Sophie's Story

Introduce Sophie to the class and explain that, last year, Sophie ran away from home. Explain that the class should listen to Sophie's story and answer the questions on their worksheet. Alternatively, ask the children to read the story and answer the questions in pairs.

The worksheet should be used to establish and discuss the following details:

1. Sophie is happy at home
2. Sophie's mum and dad are kind and thoughtful
3. Sophie likes Ben because he is nice to her and he reminds her of a character from her favourite story
4. Sophie runs away because Ben encourages her to join him on an adventure

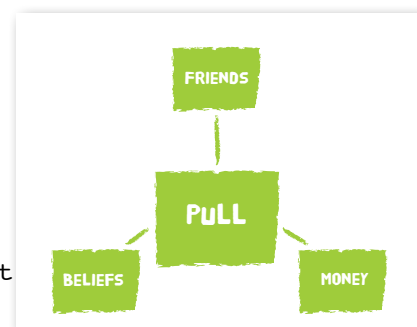
Sophie's story should be used to highlight that not all children run away because their home is an unhappy place.



Exercise 3: Push and Pull Factors

In pairs or small groups widen the discussion and ask the class to consider the different reasons children might consider running away from home. Ideas should be recorded on mind-maps or thoughts showers with the titles 'Push' and 'Pull'. This activity should be used to draw out any particular areas of relevance to the particular cohort.

Alternatively, the teacher may want to read a pre-prepared list to the class and encourage children to walk to different areas of the classroom depending on whether the statements are examples of push or pull factors.



Exercise 4: What is the Risk?

Next, the session should be used to identify the risks associated with running away but also the safe people and safe places that could help minimise each risk. Using the lists of push and pull factors, children should work in small groups to identify related risks. Specifically, children should be encouraged to discuss Sophie's story. Examples of risks might include:

- Secrets
- Inappropriate friendships/relationships
- Grooming
- Child Sexual Exploitation

In advance of the session, teachers may want to consider how current and relevant risks faced by a particular cohort can be incorporated more thoroughly into this discussion.



Exercise 5: Our Wall of Safety

In this final part of the session, children should work together to create a visual 'wall of safety'. Working in groups, children should consider each risk and who they could approach or where they could go to access support to counter each possible danger. These safe people and places should be represented in drawings, paintings or collages and collated as a classroom or whole school display as a visual reminder for children.

Examples of safe people may include friends, family, neighbours and key workers. Children should also be encouraged to think of wider sources of help, for example, phone lines like ChildLine, police, school, doctors etc.

As the session draws to a close, ask the children to self-evaluate their progress against the learning objectives. This could be done by a show of hands or a traffic light system in line with the school's teaching and learning policy.

Safe People – Safe Places



LESSON PLAN

SCHOOL/CLASS INFORMATION:						
Course	PSHE			Date		
Topic	Running Away			Duration	60-90 minutes	
Aim	Support pupils to explore the above topic in a safe environment and create a 'Wall of Safety' for children at the school			Key Vocabulary	Running away / risk / safety	
Objectives	By the end of the session children should be able to: <ul style="list-style-type: none"> • Explain what we mean by running away • Outline the reasons some people run away from home • Identify the risks of running away • List safe people and safe places 			SEN		
				EAL		
				BME		
				Pupil Premium		
TIME	CONTENT	TEACHING STRATEGY	INCLUSION STRATEGY	LEARNER STRATEGY	PROGRESS MEASURE	RESOURCES (Inc. e-learning)
0-20 minutes	My Ideal Home	Welcome class Explain activity and support children to build their ideal home Dismantle the home brick by brick asking children how it might feel to live in that house Introduce and share lesson objectives	Support identified pupils Help children to use a dictionary for key words Promote independent learning through appropriate questioning	Write nouns and adjectives on bricks Contribute to a class house at the front of the classroom Answer questions	Examination of bricks Verbal feedback and justification from children	Wooden or paper bricks with labels Space to build and dismantle class house

10-30 minutes	Sophie's Story	<p>Introduce Sophie's story</p> <p>Read the story to the class and ask them to listen for relevant information</p> <p>Lead feedback to elicit correct answers</p>	<p>Model active listen and support identified children</p>	<p>Listen to the story</p> <p>Identify key pieces of information and write onto worksheet</p> <p>Share answers with the class through structured discussion</p>	<p>Written answers</p> <p>Verbal feedback</p>	<p>Sophie's story and answer sheet</p> <p>Copies for each group if completing as a reading exercise</p>
30-40 minutes	Push and Pull factors	<p>Ask children to work in pairs and identify reasons why children might run away</p> <p>Support children to separate them into push and pull factors</p> <p>Facilitate class discussion about their lists</p>	<p>Support identified individuals</p> <p>Encourage pupils consider Sophie's story and whether she was pushed or pulled</p>	<p>Identify and list push and pull factors</p>	<p>Individual responses</p>	<p>Plain paper</p> <p>Space to complete as a kinaesthetic activity if desired</p>
40-60 minutes	What is the risk	<p>Divide up the push and pull factors and ask each pair to consider the risks associated with running away and the safe people and safe places that could help minimise each risk</p>	<p>Encourage appropriate discussion about relevant risks e.g. relationships / e-safety / grooming</p>	<p>Identify risks and mitigate risk with safe people and safe places</p>	<p>Written responses</p>	<p>Plain paper for notes and feedback</p>
60-90+ minutes	Our Wall of Safety	<p>Support pupils to make a classroom display of safe people and safe places</p>	<p>Support as required with ideas and equipment</p>	<p>Work together on visual display</p>	<p>Individual contributions to the a Complete display work and children's self assessment</p>	<p>Art materials for wall display</p>

PUSH AND PULL FACTORS

Below is a resource designed to support teachers in their ability to define push and pull factors. This is not an exhaustive list, but provides an outline of how these factors might appear to the child who is running away. Pupils in your class might think of additional factors which should be discussed in relation to push and pull factors.

PUSH FACTORS

Definition:

Something or someone in your home or local area that is making you want to leave.

Examples of what these might look like:

Family instability, conflict, violence, abuse, neglect, drug problems, parental mental health, substance misuse and problems at school, bullying, sexuality, gender identity, honour based violence, forced marriage, loss, bereavement, crime.

How these factors might appear for the child:

- Your mum and dad are fighting
- You think your family is messed up
- You want to be with your boyfriend or girlfriend but your parents/carers don't like them
- Things at home are so bad that you can't go back there
- You think your parents/carers are too strict or that they treat you unfairly

PULL FACTORS

Definition:

Something or someone outside you are running away to.

Examples of what these might look like:

Gang involvement, crime, sexual exploitation, grooming, to be with a boyfriend or girlfriend, to be with "friends", extremism.

How these factors might appear for the child:

Maybe you are planning to leave home to be with your friends. They may be encouraging you to stay away from home so that you can do what you want. Your friends may be older than you are and have more freedom than you. You might feel that your parents/carers treat you like a child and that if you run away then you can smoke, booze, take drugs and do things that they won't let you. Perhaps you are bored and just want to chill out with your mates and have a laugh. You might want to leave home to be with someone you have met online.

MY IDEAL HOME

A template for drawing a house, consisting of seven rectangular boxes arranged in three rows: two boxes in the top row, two boxes in the middle row, and three boxes in the bottom row. The boxes are intended for children to draw their ideal home.

SOPHIE'S STORY

I was only 12 when I ran away from home. Everyone at school thought I was crazy. I remember telling my friend I was thinking about it and she laughed and told me how jealous she was of my lovely house and my lovely family – but two days later, I did it anyway.

The thing is, it was lovely. I had the perfect life. Our family lived on the Ecclestone Estate. All of the houses were new and the rooms were wide and tall. When we moved in my mum ordered me a brand new double bed, which I loved to laze around in on a Saturday morning. Sometimes, when my mum wasn't looking, I'd leave the hallway door open so my pet dog, Scooter, could sneak up and snuggle in with me while I watched TV and ate my cornflakes. My mum would appear mid-morning and frown at him but deep down I knew she didn't mind.



On a Sunday my dad would take us for a walk in the park. Usually, we'd go to the park behind our house – the one with the boating lake – or, sometimes, we'd get in his car and travel into the hills behind the city. I loved these days. Walking together in the wilderness with Scooter snuffling along beside us. Sometimes Scooter would chase the rabbits (don't worry, he was far too slow to actually catch one).

My dad is tall and strong. Sometimes he grows a beard, which my mum doesn't really like, but I think it looks great and love watching Scooter rub against it like it's an animal. When I was younger my dad would read me stories every night. Now he lets me read by myself but every now and again, when he pops his head round the door to say good night, he passes me a bag with new book in it. I love the stories he chooses. They're usually set in far away places with lots of mystery and adventure. Recently, one of the books was made into a film and our whole family went to the cinema to watch it.

The thing is, last year I also met Ben. At the time Ben was 15 and went to the secondary school down the road. I used to see him riding around on his bike with the other boys from St James High. He was almost as tall as my dad with thick, dark hair and dimples that appeared when he smiled. All the girls in my class giggled when they saw him because he was so handsome – just like a character from my favourite book. At first he never noticed me but one day, when I was out walking with Scooter, he stopped to talk. He said he loved dogs but that he wasn't allowed one because his sister had allergies. He rubbed Scooter's ears and found his favourite tickle spot under his belly. He asked about the book I was carrying and listened patiently while I told him the story.

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After that I'd speak to Ben quite a bit and knew that if I walked Scooter just after five, I'd meet him while he was out doing deliveries for his Uncle. More and more often Ben would skid his bike to a halt in front of me and ask for an update on my latest adventure story.

Ben wasn't like the other boys at the high school. He never laughed or shouted at my friends or pushed in front of us at the corner shop. One time, he defended me when another boy tried to pinch my friend's ball. My friend was too shy to say thank you but I walked straight up to him and he told me it wasn't a problem. He put his arm round my shoulders and told me he'd always look out for me. When my friend Daisy told me she knew where he lived and that the police had been to his house, I told her to shut-up.

Over the next few weeks I didn't see Ben at all until, one Saturday, his friend approached me while I was sitting on the swings behind our house. He didn't say much but pushed a note into my hand. I saw straight away that it was from Ben. The note said that he'd been busy and that he'd missed me. It said he was out of town but wanted to see me when he got back. It said he had something to show me. It said that I was very special. It said that he loved me. It asked me to meet him behind the boat shed at 9 o'clock on Saturday night. It asked me not to tell anyone. It said that this adventure would be better than any of the stories I had read.

SOPHIE'S STORY

Listen to Sophie's story and answer the following questions:



1. What is life like for Sophie?
2. What do we know about her mum and dad?
3. How does Sophie's friend describe her family?
4. Why does Sophie like Ben?
5. Why does Sophie run away from home?

ADVICE AND GUIDANCE

When a young person runs away from home it's a clear sign that something is going wrong in their life. We know that running away suddenly in response to conflict is particularly risky, and can expose young people to even more danger if they don't have safe people to turn to, and safe places to go.

IF YOU ARE CONCERNED ABOUT A CHILD OR YOUNG PERSON

If you have concerns regarding a child or young person being at risk of harm then you should follow your school's Safeguarding procedures.

If you need to signpost a young person to sources of support, you might want to consider the following options:

- **Runaway Helpline.** A free confidential service, provided by the charity Missing People, for young people who are thinking about running away, or who actually have run away or been forced out of home or care. The Runaway Helpline is free, confidential and 24/7: Call **116 000**, Text **116 000**, or Email **116000@missingpeople.org.uk**
- **ChildLine.** Young people can contact ChildLine by phone for free by calling **0800 11 11** or get support through 1-2-1 chat with a ChildLine counsellor online. It's really easy to use and works like instant messaging.
- **Honour Network Helpline.** A dedicated helpline not only for victims but also for professionals in need of guidance. All call-handlers have experience in risk assessing cases of forced marriages and honour based abuse. Call **0800 5999 247**. **www.karmanirvana.org.uk**
- **Get Connected.** A free, confidential and multi-issue helpline service for under 25s, anywhere in the UK. They can get help with anything they are going through and the service is available over the phone, via text, email and web chat, plus there is a searchable online database of support services and a free help app.

Call free: **0808 808 4994** (1pm – 11pm daily)

Text free: **80849** (reply within 24 hours)

Email: **help@getconnected.org.uk** (reply within 24 hours)

Webchat: **www.getconnected.org.uk** (1pm – 11pm daily)

WebHelp 24/7: **www.getconnected.org.uk**

- **FRANK.** Confidential information and advice for anyone concerned about their own or someone else's drug or solvent misuse. Freephone **0800 77 66 00** (24 hour service, free if call from a landline and won't show up on the phone bill, provides translation for non-English speakers) **www.talktofrank.com**



- **Youth Access.** A national membership organisation for youth information, advice and counselling agencies. Provides information on youth agencies to children aged 11-25 and their carers but does not provide direct advice. Visit www.youthaccess.org.uk to search their directory of services for help in your area.

Signposting service: **0208 772 9900** (Mon – Fri from 9am-1pm & 2-5pm)

ADVICE FOR PARENT/CARERS

Parent/carers may find the following numbers useful.

- **Family Lives.** A confidential and free helpline service (previously known as Parentline). Call **0808 800 2222** for information, advice, guidance and support on any aspect of parenting and family life, including bullying. The helpline service is open 9am – 9pm, Monday to Friday and 10am – 3pm Saturday and Sunday
- **NSPCC Adult Helpline.** For adults who are worried about a child, who want advice, or who are seeking information. **0808 800 5000.**
- **PACE** (Parents against Child Sexual Exploitation). Parents can call **0113 240 3040** if they have concerns that their child might be being exploited.

If their child has already gone missing, The Children's Society has produced a useful guide for parent/carers, available at:

www.childrenssociety.org.uk/sites/default/files/tcs/runaways_parents_guide_2013_final_six-page.pdf

