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**Case Study Safety Planning: Secondary**

Charlie is 13, he has been diagnosed on the spectrum. He has difficulty engaging socially with his peers, is quite isolated and spends a lot of time online. He has met some ‘friends’ online in chat rooms and they like to talk about gaming. These children live locally but do not attend the same school as Charlie. He has talked quite openly about them in school and says they meet up on a weekend and his mother knows about it.

Two children in Charlie’s class have informed staff in school that Charlie is ‘getting into trouble on a weekend’. When asked further they have told staff that Charlie is hanging out with two older boys, at first they were daring him to do things like ‘knocky nine doors’ but now they have been getting him to steal sweets from local shops. The children have not seen Charlie at weekends but have heard some of the conversations with Charlie and the boys during gaming sessions that they all play. They have said some of the conversations are unkind and they appear to be mocking Charlie but pretending they are ‘joking’ and Charlie doesn’t seem to understand or chooses to ignore it.

Charlie has two younger siblings aged 3 (Leah) and 9 (Henry) and his mother when initially informed of concerns a few weeks ago said she supervises him online and isn’t worried as she knows the parents and she has too much to do looking after the younger children. She said the police gave Charlie a warning about stealing and he hasn’t done it again since. She likes him to go out with the boys because usually he just wants to be in his room all of the time on his computer and she thinks it is better for him.

Staff have sought out Charlie who has informed them that the older boys ask him to do things to show them that he is their friend, like the stealing but they apologised to him and he hasn’t done it again. They have invited him to parties too, where there are drugs and alcohol but everyone sits and plays games online and they ‘have all the best tech’, they have even offered that Charlie can use the tech anytime. Charlie said he hasn’t used drugs although they have offered them to him but he has tried alcohol but it made him feel ‘funny’. Charlie said his younger brother Henry keeps asking to go with him on a weekend but he is ‘too little’. He says Henry spends a lot of time on his tablet too and always asks to play the same games as Charlie. He says he likes to hang out with the boys because his mother always ‘gives him a hard time’ if he is in the house all the time or she shouts at him to help more which makes him angry and not want to be in the house. Charlie said these boys are easier to get along with than people in school, they listen to him and ‘get him’.



**Case Study: Nursery and Primary**

Penelope is 9 and has been previously sexually abused when she was 5 years old by a relative on her mother’s side. Penelope has used sexually explicit language in class and recently was involved in an incident where she was in the toilet and was rubbing her vagina and asked another girl to ‘show her fanny’. The other child did not and informed school staff immediately.

Penelope has been involved in direct work with social care in the past and appears to show some understanding of what is appropriate and inappropriate, however she has said when she feels stressed or angry she says things and does things ‘in the heat of the moment’. Penelope has low self-esteem and self-worth and says she also uses the language in class because it ‘shocks the teachers’ and the boys all ‘find it funny’ and then they like her. Penelope has said older boys want to ‘hang out with her’ on weekends too.

Penelope’s little sister Amy is 3, she was not sexually abused but has seen many of her sister’s behaviours and is copying them in nursery. Repeating sexual language and rubbing her private parts. The children’s mother Anita says ‘she will grow out of it’. Staff in nursery are worried about managing Amy’s behaviour.