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Example of how to use this toolkit

Six Guiding Principles (relationships central to each principle):

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Appendix: self-audit tool

Why is this important?

WHY?

During the period of adolescent development (10 – 25 years of age) children are increasingly exposed to potential harms outside of the home. This is also referred to as Contextual Safeguarding (NSPCC, 2019). These include harms caused through sexual and criminal exploitation; abuse in their own romantic, same-age relationships; sexual harassment and abuse from peers or adults unconnected to their families. Harms can also include weapon-enabled and street-based violence although more commonly associated with adolescence than with earlier childhood (Firmin, 2020). Such risks are all largely instigated by, or occur in, relationships with people beyond a child's parents or carers.

Whilst acknowledging that harm outside the home can occur within education settings (Ofsted, 2021), the purpose of this toolkit is to increase school's protective capacity against harms outside the home. This toolkit has been created by Nottinghamshire County Council. It has been developed through research literature reviews, in consultation with Nottinghamshire Educational Psychology Service (EPS), Tackling Emerging Threats to Children (TETC) team, the Social, Emotional and Mental Health (SEMH) team and Schools and Families Specialist Services (SFSS). It depicts a moment in time and captures current identified risks outside the home and supportive resources. It is likely to be a fluid document that is adapted to reflect shifts in understanding and future changes to identified harms outside of the home.

Based on what children told us, research literature reviews and following a strength-based philosophy, we developed Six Guiding Principles to support schools in enhancing their capacity as a safe and protective factor for children against harm. Scott et al (2019) identifies the quality of safe and trusted relationships as being the key foundation of effective work with children at risk of harm outside the home. Relationships are therefore central to each of these Six Guiding Principles.

- We use the term 'child/ren' throughout this document to consciously avoid harmful 'adultification' of any groups of children. Casey (2017 The "Adultification" of Black Girls).

What are harms outside the home?

Child Sexual Exploitation

Child on Child and Relationship Abuse

Criminal Exploitation and County Lines

Radicalisation / Extremism

Weapon-enabled / Street-based Violence

Six Guiding Principles

to increase education's protective capacity against harms outside the home

Inclusion:

Sense of belonging and connection

Understanding Behaviour:

Recognising emotions and regulation

Education:

Developing knowledge, identification and support around harm outside the home

Community:

Valuing community experiences building strong partnerships and collaboration

Communication:

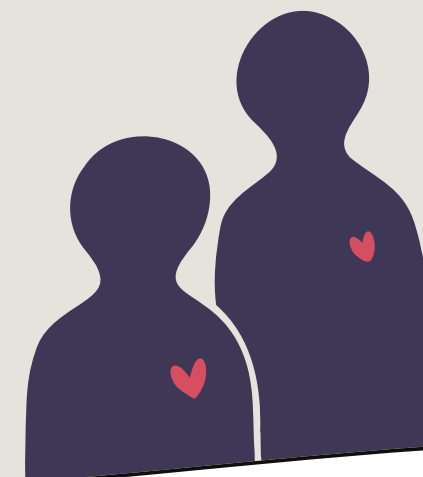**Listening, hearing and validating children's experiences**

Environment:

Creating safe places and spaces

Safe and trusting relationships

'How To' Guide

Example of how to use this toolkit

Each principle has two parts:
Part 1 (definition, research and key resources)
Part 2 (reflective questions)

Part 1:

Part 2:

Definition of the foundation

Psychological theory and evidence base: A summary with clickable links to articles

Signposts to key resources hyperlinked

Questions to ask at a wider school/setting level

Questions for adults/professionals to ask themselves about individual children

Communication:

Listening, hearing and validating children's experiences

The relationships in a child's life are very important to their wellbeing and development. In an education setting, this means that their relationships with school staff, and with each other, should be nurtured and supported (Mentally Healthy Schools, 2022).

Safe and trusting relationships

Harms outside the home looks at how we can best understand risks, engage with children and help to keep them safe (NSPCC, 2019). Part of ensuring we do this is by hearing, listening and validating children's experiences.

by Dr. Karen Treisman

What does research tell us?

- There is a clear rationale for seeking children's views which was laid out in the United Nations Convention on the Rights of the Child (1989).

- The Children Act (1989) provided a legal basis for children's rights to a voice.

- Schools with a strong commitment to pupil voice have reported many positive outcomes. These include a reduction in exclusions, better behaviour, better relationships across the whole-school community, and improvement in attainment and attendance (Mentally Healthy Schools, 2022).

- There are multiple benefits associated with gathering children's views, including having a positive impact on their psychological health (Warshak, 2004).

- Children repeatedly report that being done to (on matters of contextual safeguarding) resulted in feelings of powerless and hopelessness. Children want to be partners in their protection and recovery (Scott et al., 2019).

- Through a pupil voice project, children in Nottinghamshire have reflected on a number of themes of their experiences of school, recognising: positive and negative experiences of school and learning; emotional well-being; the importance of relationships; feelings of safety; anxiety related to exams and the impact of inequality (Pupil Views Nottinghamshire, 2020).

- Listening to pupil voice relays to children that their opinions matter, and more importantly, that the children themselves matter. As a consequence, a number of factors increase and improve, such as self-esteem, experiences at school and relationships with teachers (Demetriou, 2019).

- We need to create spaces and opportunities to hear children's voices and also to understand behaviours which may indicate a child's experiences and how they are feeling (NSPCC, 2013).

Key resources

MENTALLY HEALTHY SCHOOLS
- Relationships and belonging
- Pupil voice

NSPCC Learning
- Let children know you're listening
- Safeguarding in schools

Notts EPS
- Gathering pupil views:
  - Drawing the ideal self
  - Ideal school
  - Pupil pen picture
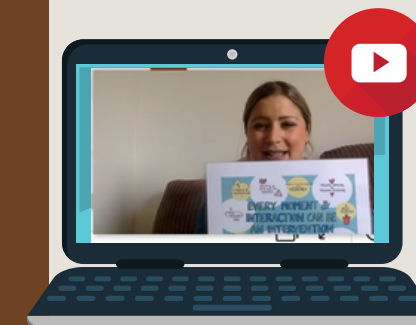
Video: "Every interaction can be an intervention" video by Dr Karen Treisman

Lincolnshire County Council — Working for a better future
LSCP Lincolnshire Safeguarding Children Partnership
Leicestershire County Council
Safeguarding Children Partnership LEICESTERSHIRE & RUTLAND
Nottinghamshire County Council
Nottinghamshire Safeguarding Children Partnership

NottAlone
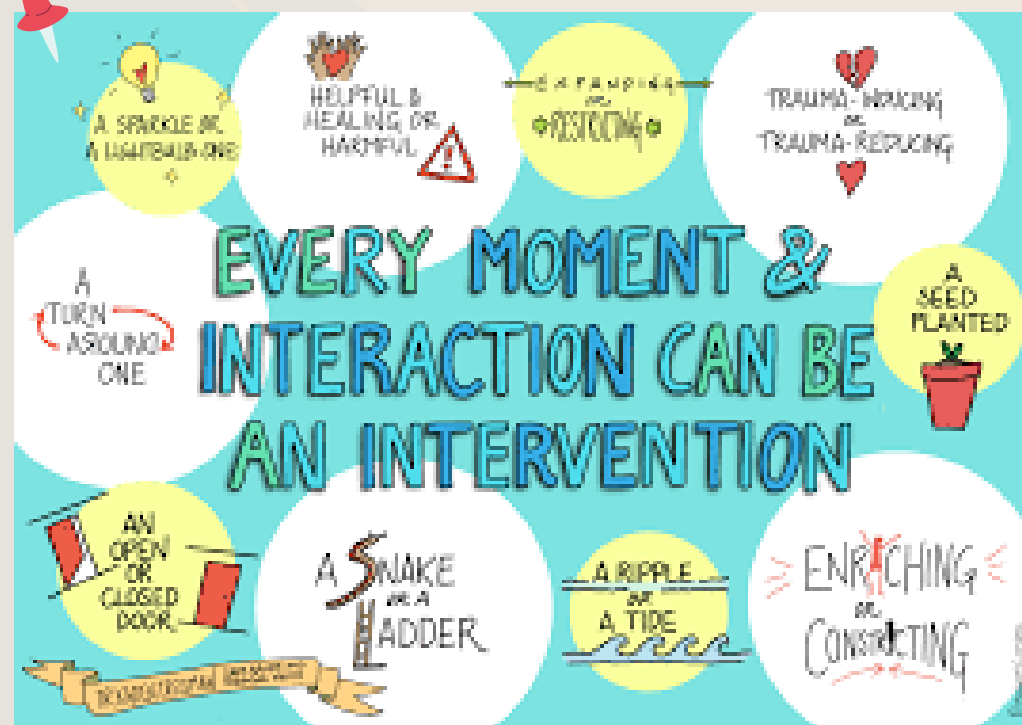
Reflective questions: Communication 💝

Thinking about our education setting

To what extent does our setting value the promotion of 'pupil voice'?

How does our setting communicate the importance of 'pupil voice' to the children?

How does our setting ensure that our children are heard?

How does our setting encourage children to voice their concerns?

How do we show we listen to and act on concerns?

When a child's experiences do not fit with social expectations, how do we provide our child with genuine acceptance and empathy?

How do we provide opportunities for children to express their views?

Thinking about our child

Do we listen and give value to the language our children use to describe themselves and the groups they belong to?

Can our children understand the words we are using? Do they share the same meaning for them?

Do we listen and understand what our children are telling us about the way they see themselves the world and the people who are influencing them?

Education:

Developing knowledge, identification and support around harm outside the home

Safe relationships are key to supporting children around the education and support of potential harms outside of the home.

Safe and trusting relationships

- Criminal exploitation & county lines
(Home Office, 2018)

- Child on child & intimate relationship abuse
(Keeping Children Safe in Education)

- Radicalisation/ extremism
(Home Office, 2021)

- Child sexual exploitation
(DfE, 2017)

- Weapon-enabled/street-based violence
(James, 2019)

What does research tell us?

- Harms outside the home affect children from all backgrounds regardless of socio-economic background, gender, race and religion (Home Office, 2020).

- Children are vulnerable to these harms both face to face and online, or sometimes a combination of both. 'Social contexts such as peer groups, schools and neighbourhoods can make young people vulnerable to peer-on-peer abuse' (Firmin, 2017).

- Early identification and intervention act as key protective factors in reducing potential harm. 'Intervening early not only saves young lives from being wasted but also prevents the onset of adult criminal careers and reduces the likelihood of youth perpetrating serious and violent offenses' (Youth.Gov).

- Those who groom children are skilled at recognising vulnerabilities and exploiting these to build relationships with children. 'Vulnerable children are more likely to be targeted by perpetrators (Colton et al., 2010) because they are perceived as easier to manipulate and therefore less likely to disclose (sexual) abuse' (Leclerc et al., 2005).

- One trusted adult in a child's life can be a major protective factor. Having more than one trusted adult increases this protection (Daniel and Wassel, 2002).

- Children who have a strong sense of identity and a sense of belonging are less likely to be vulnerable to harms outside the home. 'A relatively clear and stable identity makes people more resilie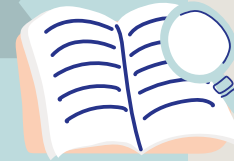nt, reflective, and autonomous in the pursuit of important life decisions, while promoting a sense of competence' (Verhoeven et al, 2018).

Statutory guidance
Keeping children safe in education
Statutory guidance for schools and colleges on safeguarding children and safer recruitment.

YOUR GUIDE TO
Children's guide to contextual safeguarding
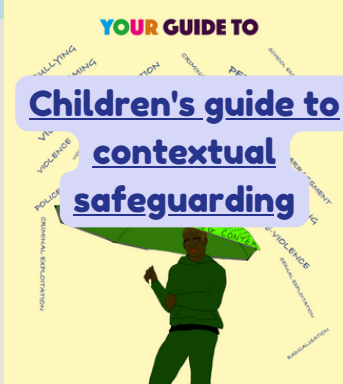
Training:

- **NSPCC**

- **East Midlands Education Support Service**

Key resources

Video: Child exploitation - would you know the signs?

Child exploitation can affect anyone.
Child exploitation - would you know the signs?

Video: Are You Listening?

Are You Listening?
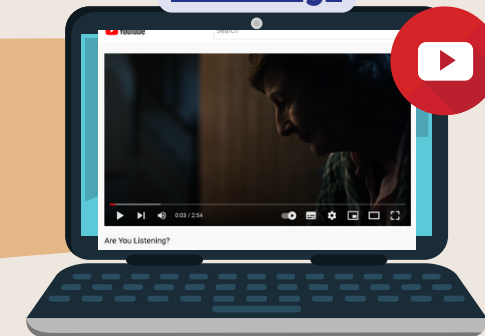
NSPCC
- **Criminal exploitation and gangs**
- **Child sexual exploitation**

Child sexual exploitation by organised networks
Investigation Report February 2022

Child sexual exploitation by organised networks Investigation Report

The Children's Society
County lines and child criminal exploitation

CEOP Education

Believe in children Barnardo's
Child sexual exploitation

ACT
Prevent Radicalisation and Extremism by Acting Early

educate.against.hate
Signs of radicalisation

Video: ACT Early | support and guidance on radicalisation
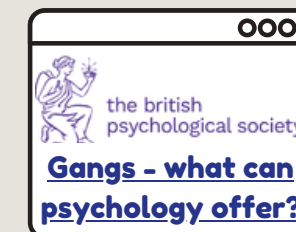
Contextual Safeguarding in Practice

the british psychological society
Gangs - what can psychology offer?

Contextual Safeguarding Network
Contextual Safeguarding

Local Government Association
Tackling Child Exploitation Resource Pack

Child sexual exploitation perpetrators research programme briefing
February 2018

Child sexual exploitation perpetrators research programme briefing

Lincolnshire County Council - Working for a better future

LSCP - Lincolnshire Safeguarding Children Partnership

Leicestershire County Council

Safeguarding Children Partnership LEICESTERSHIRE & RUTLAND

Nottinghamshire County Council

Nottinghamshire Safeguarding Children Partnership

NottAlone

Reflective questions: Education 💡

Thinking about our education setting

How does our setting support the understanding of our student's lived experiences?

How well do we understand the context of our children's lives? (Home/school/wider community/online)

How do we support our children to develop their understanding of harms outside the home?

Do we provide stability through trusted and consistent relationships? For children? For parents/carers?

Does our curriculum include topics such as grooming, exploitation, healthy/unhealthy relationships and is this delivered as a whole school and/or responsive to an individual's experiences?

How do we ensure our children/parents/carers know how to report/ share concerns (both in and out of school)?

Does our curriculum, reflect the harms outside the home that our community is experiencing?

Thinking about our child

What behaviours/changes have we noticed that cause us concern, where are they happening and what's the story behind these?

How do we empower our child to keep themselves safe/access support when they need it?

How does our child perceive the concerns we have about them and harms outside the home?

How aware are families of the risks posed to their child?

Inclusion:
Sense of belonging and connection

Relationships are at the core of inclusive practice (Cahill & Mitra, 2012; Santos et al., 2016).

Safe and trusting relationships

For school to be a protective factor, belonging, connectiveness and inclusion is essential. Prince & Hadwin (2012) suggests that school belonging is a construct that involves:

- a sense of being an accepted and included member of the school community
- a positive perception of teacher-child and peer relationships
- commitment to school
- belief that school/education is important

In inclusive settings families are valued and encouraged to participate in their child's education, which in turn creates a neighbourhood in which all the children are given the confidence to participate in the community. A truly inclusive education relies on a cultural shift that supports and nurtures differences, and views success through a lens not focused on standardisation but on diversity (Braunsteiner & Mariano-Lapidus, 2014).

Inclusive schools contain the following elements (Bright Hub Education, 2019):

- a fundamental right to education
- a belief that all children have the potential to learn and grow
- the ability to respond to the cultural and/or socio-economic needs of the children
- the ability to support positive behaviour in and out of the classroom
- a dedication to seeing each child as an individual
- continuous process to eliminate barriers to education and the modification of curriculum and activities to include all children

(UN 2016)

What does research tell us?

- Research suggests that children are more likely to be bullied in schools because of their race, faith, gender, disability, sexual orientation or trans status. Building more authentic portrayals of the diverse experiences, backgrounds, contexts and communities that make up modern Britain into our classrooms prepares children for the modern world. This builds a more tolerant and educated society, where everyone is not only accepted, but celebrated (Pearson, 2020).

- When schools prioritise an awareness of relationships, trauma and attachment a child's wellbeing is positively impacted. One factor contributing to this was having a significant adult in school that the child trusted. Another seemed to be providing spaces in which children can calm down and self-regulate (DfE, 2022).

- Having positive relationships and high expectations for children with Special Educational Needs and Disability (SEND) are important features of inclusive practice (Ofsted, 2021).

- Inclusion is beneficial for all children, not just for those who have special educational needs and disability. Research shows that inclusive education has positive short-term and long-term effects which impacts all children in the classroom (Alana, 2016).

- Schools which cultivate inclusive practices and relationship-based approaches to behaviour help to protect children from harm outside the home (Payne & Welsh, 2015).

Key resources

Influencing inclusive school culture

Inclusion resources

SEN support

Anti-racism and mental health in schools resources

A graduated response

SEN support for families

Special educational needs and disability code of practice: 0 to 25 years
Ref: DFE-00205-2013
PDF, 3.23MB, 292 pages

Inclusive transition

Nottinghamshire County Council

- Ask Us Nottinghamshire
- Nottinghamshire SFSS
- Nottinghamshire Sensory Service

Anti-bullying resources:

ANTI-BULLYING ALLIANCE

ANTI-BULLYING FROM THE DIANA AWARD

Nott Alone

Lincolnshire County Council — Working for a better future — LSCP Lincolnshire Safeguarding Children Partnership

Leicestershire County Council — Safeguarding Children Partnership LEICESTERSHIRE & RUTLAND

Nottinghamshire County Council — Nottinghamshire Safeguarding Children Partnership

Reflective questions: Inclusion

Thinking about our education setting

What does inclusion mean to us?

How inclusive do we believe our school/setting to be, do all of the staff value inclusion?

How could we be even more inclusive?

Are staff confident in their skills to support connections with each other, the community and individuals?

What does belonging to our school/setting mean for us and our children? And how do we know that children experience a sense of belonging and inclusion to our school/setting?

How do we think about belonging to our community for individuals who may not feel that they belong? What do we actively do to increase their sense of belonging and inclusion?

Thinking about our child

What would the child want to communicate about their experience of being included in our school?

How do we ensure our children experience a strong sense of inclusion and belonging to our school to protect them from vulnerable situations e.g. negative peer influences, gang membership, child sexual exploitation and harmful online content?

What do we need to be aware of, that may impact on a child's sense of belonging and inclusion (e.g. not being part of a majority group/ exclusion/placement changes)?

How do we address any concerns about the child's belonging to groups that maybe harmful to their safety and wellbeing (e.g. gangs)?

How do we value the child's experiences within their families and communities (e.g. children in care in a new home with different cultural experiences, family experiences which are very different to school)?

Understanding Behaviour:
Recognising emotions and regulation

Relationships, trust and belonging are the heart of supporting children's emotions and behaviours. Children who have a sense of belonging in school, through their positive relationships tend to be happier, more confident, more emotionally regulated and perform better academically (Riley, 2021).

Safe and trusting relationships

Understanding and being able to support children and young people's emotional distress and behaviour through a relational approach is essential to ensuing school is a protective factor against harms (Mentally Healthy Schools, 2022).

all behavior is COMMUNICATION

What does research tell us?

- There is a clear link between school exclusion, suspension and child exploitation. Young people experiencing exclusions from school are put at increased risk of harm outside of the home (Graham, 2021).

- Exclusion is linked to negative life outcomes (e.g. incarceration (Timpson, 2019) and does not provide learning opportunities for children to improve (Michail, 2011).

- Exclusions have been linked to psychological distress as both a cause and a result (Ford et al, 2017), and to potential re-traumatisation of children who have experienced trauma.

- Particular groups of children are significantly more likely to be excluded from school than their peers e.g. children with Special Educational Needs and Disability, children from Black Caribbean ethnic groups and Children in Care (DfE, 2019; Ford et al, 2017). The National Institute for Health and Care Excellence (NICE) 2015 guidance on children's attachment specifically advises against the use of exclusions with Children in Care.

- Relational and restorative approaches have been shown to reduce exclusions and improve attendance and attainment (Payne & Welch, 2015).

- Reward, sanctions (including exclusions) traditional behaviourist approaches are shown to be limited in their effectiveness when used in isolation (EEF, 2019).

- Understanding emotions and unmet needs is essential for supporting behaviour in schools (Rutledge, 2011).

- Children are doing their best to survive and adults need to be supported to understand their role in supporting behaviour that challenges (Australian Childhood Foundation, 2020).

- Adults engaged in attachment aware, trauma informed and emotion coaching training, described changes in their practice, in particular recognising emotions while managing behaviours, changing communication styles and language used with children and other staff (DfE, 2022).

- When nurture groups are working well as a short term intervention, they can make a considerable difference to the behaviour and the social skills of the children who attend them (Ofsted, 2011).

- Children who go missing from home and education are at an increasingly significant risk of violence, victimisation, sexual exploitation and harms outside the home. Safe adults in the child's life must work together to support them (DfE, 2014).
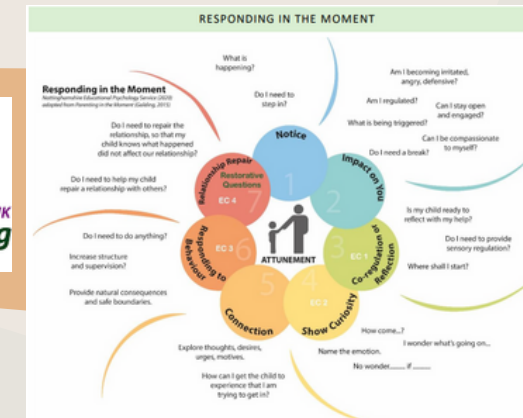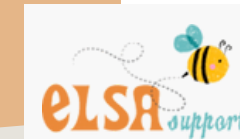
Key resources

Podcast series: Exclusion from school and its consequences

The Nurture Group Network

Emotionally Healthy Schools

nurtureuk
Improving the life chances of children and young people

Understanding Behaviour in Schools Toolkit

EmotionCoaching UK Organisation

RESPONDING IN THE MOMENT

Video: Rita Pierson: Every kid needs a champion | TED

ELSA NETWORK

ELSA support

Video: Badly Behaved or Emotionally Strained? | Krissi Carter

Lincolnshire County Council

LSCP

Leicestershire County Council

Safeguarding Children Partnership

Nottinghamshire County Council

Nottinghamshire Safeguarding Children Partnership

NottAlone

Reflective questions: Understanding Behaviour

Thinking about our education setting

How do we understand behaviour as an education setting?

What are our policies on relationships, behaviour and mental health and how do these match our practice?

What approaches and systems do we use to support emotional regulation and behaviour that challenges?

What training has our educational setting accessed in the area of relational based practice, emotions and behaviour and what has been most helpful? How do we work with parents/carers around this?

How do we prioritise and support staff wellbeing?

What do we do and who do we involve when you are struggling with behaviour that challenges?

How do we support staff to understand behaviour that challenges in their classroom?

Thinking about our child

What are the behaviours that are causing us concern (including withdrawal and especially going missing)?

What is our child's behaviour trying to communicate to us?

What is going on for our child in and out of our education setting that might make us understand those behaviours?

What is the child's view of what is going on?

What is the parents/carer view of what is going on?

Does our child access full time education or do we need to consider what is happening for them when they are not our education setting (e.g. attending alternative provision)?

Who are our child's safe and trusted relationships in education and the community and how do we bring together this team around the child?

Community:

Valuing community experiences building strong partnerships and collaboration

Relationships of trust extend beyond the school to the wider community.

Safe and trusting relationships

Community can be a place or a feeling; be defined by shared political allegiances, religions or ethnicity; be online or offline and have positive or negative associations and is constantly evolving (Chavis & Lee, 2015; Dhaliwal et al, 2015).

Cohesive communities have shared visions and an enduring sense of belonging supporting the views of all where strong relationships are formed. This removes barriers, encourages interactions and different opinions and viewpoints (Community Cohesion, 2004).

There is increasing acknowledgement of the difference made when children and young people are able to build trusted relationships with an adult. 'Working Together' cites one of the key messages heard from children is that they need 'stability: to be able to develop an ongoing stable relationship of trust with those helping them' (DfE, 2020).

What does research tell us?
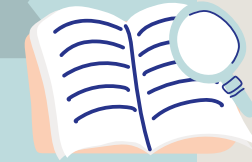
- The role of communities is one element of the collective effort to safeguard children; one that is particularly important in relation to child exploitation where harm typically happens outside the home (DfE, 2020).

- Raising awareness is a key first step to a community's ability to intervene early and prevent child exploitation. 'Children and young people, professionals, parents and carers, neighbours and friends can help prevent abuse by being well informed about the issues' (Dhaliwal, S et al 2015 p. 5).

- There is an increasing research body that that recognises the positive impact for children on schools who actively build meaningful partnerships with communities (Partridge, 2019).

- Through the Empowering Parents Empowering Communities (EPEC) model, parents reflected that they learnt how to use a range of positive parenting skills; better understand their children's feelings; listen, communicate and interact more effectively; nurture closer, warmer parent-child relationships and develop more resilient families. The EPEC model reflects the social, ethnic and cultural diversity of families communities (EPEC).

- Multi-agency working is key to effective safeguarding and child protection and has been highlighted through the analysis of a number of serious case reviews (NSPCC, 2019).

Key resources

Community engagement in tackling child exploitation and extra-familial harm

NHS Non-Violent Resistance

Supporting parents and families resources

Solihull parenting approach

Relationships Really Matter

Financial support for families:
- Turn2Us
- Step Change
- Citizens Advice
- Family Fund

oneplusone

Restorative Communities
International Institute for Restorative Practices

Partnership Projects (offers services, workshops, training and consultancy in innovative therapies)

Beyond referrals toolkit and resources

Reflective questions: Community

Thinking about our education setting

How does our setting genuinely respect and engage with the local community by hearing about their experiences?

How are our families and communities represented in our setting?

How does our setting collaborate effectively with key partners and agencies to ensure that the right support is around our families and communities?

How does our setting address issues of power and social injustice?

Thinking about our child

Where does our child get their sense of connection/belonging in the community?

What positive community links does our child already have and how can we build on these?

Has our child got a safe and trusted adult who isn't in their immediate homelife? If so, how can we connect with them and work together to support our child?

What support has our child accessed already? What impact do we/our child think this has had?

Who does our child say is important to them in their community?

What interests our child and how can we support our child to engage in linked activities in education and the community?

Environment:

Creating safe places and spaces

Safe and trusting relationships

By their very nature, harms outside the home take place in a variety of settings/environments and can include the school and online. These harms are often hidden from the adults who would ordinarily act as protective factors. Often, other children are aware of these unsafe spaces but do not share this knowledge with adults in a position of trust who might otherwise keep them safe. The influence of peers and the acceptance of violence and abuse as social norms, act as powerful contributory factors.

(Contextual Safeguarding Network, 2021)

When a flower doesn't bloom you fix the environment in which it grows, not the flower.

Alexander Den Heijer

What does research tell us?
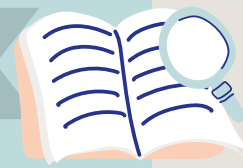
- Although schools generally are considered to be safe spaces, full of protective adults, there are also potentially a number of areas which are less safe for children. These include areas which are less supervised such as stairwells, toilets, corridors, and outdoor spaces. Children can be subjected to bullying, sexual violence and harassment, threats and intimidation, as well as being groomed and exploited by their peers (Contextual Safeguarding Network, 2021).

- Adolescent children spend an increasing amount of time unsupervised, outside of the family home. Parks, retail areas, fast food outlets, streets, transport hubs, and other community spaces which children frequent, are sometimes inadequately lit, poorly maintained, inadequately supervised, and perceived by the local community as "unsafe". By becoming "no-go" areas for the general public, these unsafe spaces can present real risks to children and are the locations of choice for adults who seek to exploit them. The environment itself helps to keep criminal activity "hidden" Contextual Safeguarding Network, 2021).

- Children often spend increasing amounts of time online. As children gain greater independence, adult supervision reduces proportionately. However, many online spaces have been shown to be inadequately regulated and to contain both harmful content and provide easy access for potential groomers/exploiters. Risks include online bullying; radicalisation; all forms of exploitation including but not limited to, child sexual exploitation and sextortion (Safeguarding Hub, 2022; (Contextual Safeguarding Network, 2021).

- In order to adequately safeguard children from harms outside the home, there needs to be a focus on "places" of risk and disrupting the activities of exploitative adults/ peer groups (Child Safeguarding Practice Review Panel, 2020).

- Effective safeguarding around harms outside the home requires the support and involvement of the wider community and a range of partners (Ofsted, 2016).

- Involving children in the assessment of place-based risks and harms is essential to effective practice (Ofsted, 2016).
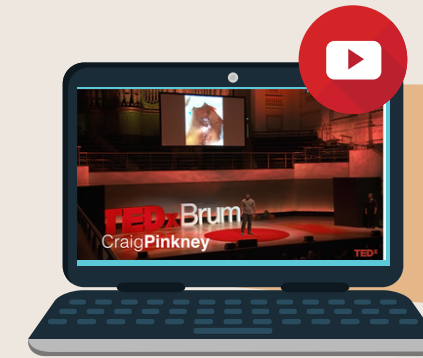
Key resources

Contextual Safeguarding Network

- School assessment toolkit
- Context-assessment-triangles
- Changing school environments

Community Guardians

Creating safe spaces for students in the classroom

Child exploitation disruption toolkit
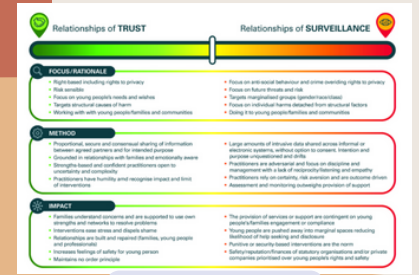
Video: The real roots of youth violence | Craig Pinkney

SafeHands ThinkingMinds

Training by Dr. Karen Treisman: Trauma within educational settings

Resources: Trauma-Informed, Infused, Responsive Organisations & Systems

Reflective questions: Environment

Thinking about our education setting

How do we recognise when our children are not feeling safe?

Where are the safe/unsafe spaces, and how do we know this? How do we involve children in auditing these spaces?

How do we gather local intelligence about safe/unsafe spaces in school/ the community/online?

Is lighting adequate and are areas well-maintained? How is CCTV used? (to increase a sense of safety or for surveillance)?

How do we know our anti-bullying and child-on-child abuse policies and practices are effective?

Do our children know how to report concerns about unsafe spaces? Can they do this anonymously?

Do parents/carers know how to report concerns regarding community spaces/online platforms?

Thinking about our child

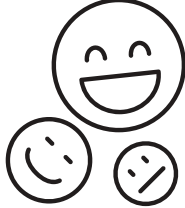How do we involve our child in auditing safe/unsafe spaces around school/ the wider community?

How does our curriculum offer support to enable our child to identify safe/unsafe spaces, including online?

What does our child say about safe/unsafe spaces around school/wider community? What is their understanding of this?

How do we work with our child's parents/carers to ensure they are appropriately informed about harms outside the home, including online risks and how to report concerns?

Appendix 1: Harm outside the home: Self audit tool

Principle:	What do we do well?	How can we be even better?	How will we do it? Who is best placed to lead?
Communication: Listening, hearing and validating children's experiences			
Education: Developing knowledge, identification and support around harm outside the home			
Inclusion: Sense of belonging and connection			

	What do we do well?	How can we be even better?	How will we do it? Who is best placed to lead?
Understanding Behaviour: Recognising emotions and regulation			
Community: Valuing community experiences building strong partnerships and collaboration			
Environment: Creating safe places and spaces			