

**Keeping children safe in school:
Safeguarding our children: Early Help through Child Protection**

Policy and Guidance for Durham Schools

Croft Community School



*Executive Head Teacher : Mrs A English
Head of School: Mr L Davis
Chair of Governing Body: Mr C Hubery
Safeguarding Governor Mr Roy Patel*

| | | |
|----------------------------|----------------------|---|
| Approved by: | Children's Committee | Date: 13 th December 2018 |
| Signed by: | | (Chair) |
| Last reviewed on: | November 2018 | |
| Next review due by: | Autumn 2019 | |

INDEX

Principles of the Policy

1. Overview: Safeguarding

➤ *Definition of 'safeguarding'*

➤ *Safeguarding within this school*

➤ *Safeguarding throughout school life*

-*Caring ethos*

-*Curriculum*

-*Universal services and specialist support staff*

-*Visitors*

-*The extended day*

-*Working with parents and carers*

➤ *Safeguarding and Child protection training for all staff/adults working in school*

2. Child Protection within overall safeguarding and Early Help arrangements for all children/young people in school

➤ *Every Child Matters*

➤ *Life at home*

➤ *Signs and behaviours of concern*

➤ *Early Help; Single Assessment Procedure and Practice Guidance*

➤ *Child in Need: more complex cases Level 3 Amber*

➤ *Child Protection and significant harm*

➤ *Prepare for the unexpected*

➤ *The Durham Staircase*

3. Child Protection Policy

(1) Establishing a safe environment in which children can learn and develop

(2) Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children

(3) Training and supporting staff to equip them to appropriately recognise, respond to and support children who are vulnerable and may be in need of safeguarding

(4) Raising awareness of other safeguarding issues, boosting resilience and equipping children with the skills needed to keep them safe.

(5) Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse

- Names of designated safeguarding leads in school
- Listening to children and receiving disclosures
- Recording and response of the designated lead professional
- When to discuss concerns with the First Contact Service
- Concerns documented on Early Help assessment
- Discussions with First Contact will be followed up in writing
- Attendance at Strategy meetings if assessed as child protection concern

(7) Supporting pupils who have been abused in accordance with their agreed child protection plan

4. Multi-agency work in Child Protection

➤ ***Initial Child Protection Conference: school responsibilities***

-Attendance

-Preparation of a report

-Chronology of significant events

-Sharing the report

➤ ***Membership of a Core Group***

➤ ***Review Child Protection Conference***

5. **Information-sharing**
 - *Parents/carers*
 - *School staff*
 - *Children moving to another school and the transfer of records*
 - *Retention of records*
 - *County guidance and protocols*
6. **Allegations against staff**
Role of Chair of governors
7. **Safe Touch**
8. **Physical contact other than to control or restrain**
9. **Physical control and restrictive physical intervention**
10. **Prevent responsibilities within school**
11. **Child Sexual exploitation**
12. **Female Genital Mutilation**
13. **Online safety**
14. **Peer on Peer Abuse**
15. **Children Missing Education**
16. **Honour Based Violence / Forced marriage**

Appendices

- 1 **Roles, Responsibilities and entitlements**
- 2 **Definitions of abuse; signs and symptoms**
- 3 **Behaviour guidelines for staff and volunteers**
- 4 **School Brochure/website information (you need to add this!)**
- 5 **Referral form for First Contact**
- 6 **Summary of multi-agency meetings**
- 7 **A Guide for Professionals on the Sharing of Information**
- 7B **Information Sharing July 2018 (HM Government)**
- 8 **The eight golden rules for information sharing**
- 9 **The Brook Traffic Light Tool**
- 10 **Flow chart and summary advice for schools on sexting incidents**
- 11 **Responding to & Managing Sexting Incidents**
- 12 **Sexual Harassment and Sexual Violence**

Children maximise their potential in an environment which is safe, secure and supportive of all their needs, including any needs they have for protection from abuse.

Our school is committed to promoting the welfare of all children by working in partnership with parents and carers, the Local Authority (LA) and multi-agency partners in early help and child protection, in accordance with locally agreed multi-agency safeguarding arrangements procedures and practices.

Our policy applies to members of the school community in its widest sense. Thus this includes children and young people, their parents/carers, school staff, governors, visitors, specialist staff, and the local and wider community where they interface with the school. Within its framework, the policy outlines entitlements and responsibilities in securing the protection of children who attend the school (Appendix 1).

Our policy is underpinned and shaped by legislation and guidance contained in a variety of documents including: -

- The Children Act 1989; Children Act 2004
- The Education Act 2002; Education and Inspections Act 2006
- Working Together to Safeguard Children July 2018
- Local Multi-Agency Safeguarding Arrangements and procedures (www.durham-lscb.org.uk)
- What to do if you're worried a child is being abused – DfES 2015
- Keeping Children Safe in Education. Statutory guidance for schools and colleges. Sep 2018
- Use of reasonable force. Advice for head teachers, staff and governing bodies. DfES. July 2013
- County Durham Practice Framework: Single Assessment Procedures and Practice Guidance August 2016
- Confidential Reporting Code (Durham Schools Extranet; Documents Library/HR)
- A Guide for Professionals on the Sharing of Information
County Durham Safeguarding Adults Inter-Agency Partnership and Durham Local Safeguarding Children Board
- Operating Procedures for children and young people who either go missing from home or go missing from Care. Durham Constabulary and Durham County Council May 2012
- Prevent Duty Guidance: for England and Wales HM Government 2015
- The Prevent duty Departmental advice for schools and childcare providers
Department for Education June 2015

To emphasise the caring ethos our school believes that the staff and governors are committed to the following principles:-

- ◆ The welfare and well-being of each child is of paramount importance.
- ◆ Our policy works on the premise that abuse takes place in all communities and that school staff are particularly well-placed to identify and refer concerns and also to act to prevent children and young people from being abused.
- ◆ We respect and value each child as an individual.

- ◆ We are a listening school, and encourage an environment where children feel free to talk, knowing that they will be listened to.
- ◆ The protection of children from abuse is a whole school issue, and the responsibility therefore of the entire school community.
- ◆ Our policy should be accessible in terms of understanding and availability. Regular training will ensure all adults in school are aware of indicators of concern or abuse and colleagues that act as designated safeguarding leads that such information should be promptly passed on to.
- ◆ Our policy will be developed and kept up to date with information from our relevant partners in early help and child protection as well as national documentation issued by HM Government and The Department for Education
- ◆ We will use the school curriculum to resource our children to protect themselves from abuse, both as victims and as potential perpetrators.
- ◆ The school runs in an open, transparent way.

1. Overview: Safeguarding

➤ **Definition of 'safeguarding'**

'Keeping children safe in education', DfES 2018, defines safeguarding and promoting the welfare of children as:

'Protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. 'Children' includes every one under the age of 18'.

➤ **Safeguarding within this school**

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children working with social care, the police and health services both to promote the welfare of children and protect them from harm.

Safeguarding children permeates all aspects of our work as a school, with a preventative role to inform and boost the resilience of all students by enhancing protective factors in their lives. Accordingly, this policy links with many other related policies in school:

Moving and handling policy

Positive Behaviour Policy and RPI including Use of Reasonable Force

Whole-school Anti-bullying policy, including cyber-bullying and other forms of peer-peer abuse

Health and Safety policies

Medication in school/First Aid policies

Intimate care policy

School visits including risk-assessments

Online Safety (Durham Schools Extranet)

ICT/e-safety

SEND/LAC

Single Equalities Policy

Staff Code of Conduct

- Local multi-agency safeguarding arrangements and policies are on the following website www.durham-lscb.org.uk. The online document is always current.
- County Durham Practice Framework: Single Assessment Procedure & Practice Guidance. August 2016
- Managing Allegations against Staff (Durham online local multi-agency safeguarding arrangements and policies)
- Keeping Children Safe in Education. September 2018

➤ ***Safeguarding throughout school life***

We aim to create and maintain a **caring ethos** where all children and adults feel safe, secure and valued. If children feel happy and enjoy school this will encourage good attendance and then create conditions in which they can do their best in every area of school life. Our school operates as a listening school where children are able to approach adults with concerns. These will be taken seriously and relevant Local multi-agency safeguarding procedures followed without delay if there is a risk/likelihood of, or actual **significant harm**.

We recognise the specific needs of our children with SEND place them at greater risk and all staff are aware and vigilant. We will watch for signs of anxiety, distress or changes in pupil behaviour.

Curriculum: children have access to an appropriate curriculum, planned and differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, and resolve conflict without resorting to violence. Children learn skills to question and challenge to enable them to make informed choices now and later in life. A protective factor for children is personal resilience including strong social and emotional skills. All work with children which boosts confidence and self-esteem is valuable to protect them from peer pressure and outside influences detrimental to their physical and mental well-being.

Children are encouraged and supported to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote respect and empathy for others. As part of our new Prevent duty under s.26 of the Counter-Terrorism and Security Act 2015 we are aware of the importance of building pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. As a school we can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping children and young people understand how they can influence and participate in decision-making. (See Section 9)

The PSHE curriculum, Religious Education, Art, Music, Drama, English, PE are some of the areas of the curriculum in which children can discuss and debate important issues including lifestyles, health, safety and well-being (physical and emotional), sex education and healthy relationships, family life, child care and parenting, forced marriage, domestic abuse, religious beliefs and practices as well

as human rights issues. These subjects can be used to teach children and young people to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can develop effective ways of resisting pressure, including knowing when, where and how to get help.

Universal services and specialist support staff

Our local One Point Hub is

Consett

One Point Hub - Consett Beechdale Road, Consett, County Durham. DH8 6AY One Point Service telephone number: 03000 261 121.

The following professionals are also available to support individual children in school:

The school nurse: Amanda Barr, Tel: 03000 261547

Educational Psychologist: Richard Parker : EDC Spennymoor 01388 424901

LD Child and Adolescent Mental Health Service: 01325 529520

The following **visitors** also contribute to our work to safeguard and promote the welfare of our students:

Local Clergy, Community police, Jet and Ben stranger danger, Fire Brigade/safety carousels.

The extended day

After school sports club is held on a Wednesday. KS2 and KS3 Pupils can apply to attend and are supported by school staff.

Lunchtime activities are supervised by school support staff and meals are provided by school kitchen staff.

Breakfast is provided in breakfast club every morning from 8.50 – 9.05.

These all provide further opportunities for students to develop positive and caring relationships with adults, who themselves will be trained to be aware of signs and behaviours that could suggest concerns. Supportive relationships outside the home, such as those with adults in school and other children are additional protective factors that boost children's resilience. Staff will always work with children in a professional way and are reminded to respond to disclosures sensitively and appropriately. All adults in school know the names of the designated safeguarding leads (Miss V Elcock, Mrs N Beckham, Mrs R Franklin, Mr R Harrison) and should be made aware of their responsibility to pass on any issues of concern without delay and make a written record using Behaviour watch. All staff have access to Behaviour watch and any difficulties they may have accessing it should be raised with any of the safeguarding leads. Behaviour watch does not replace face to face dialogue and any member of staff with concerns should relay information verbally if necessary as well as completing Behaviour watch.

Working with parents and carers

Our school believes in effective communication with parents and carers. We welcome parent/carer views and concerns about the welfare of their children and use this feedback to regularly review our practices. Parental views are obtained in the following ways:

Parental Questionnaires

Parent Evenings
Home / School Diary
Telephone conversations/text messages
Annual Reviews

We keep parents informed about important and topical issues, including child protection elements of safeguarding, in the following ways:

Newsletters, letters home, website, school Facebook page, training/information sessions e.g. e-safety, bullying etc.

We aim to have good working relationships with parents and carers and to work in partnership with them through transparency and honesty. However, we do not forget that their child's needs and welfare are our paramount concern, thus obtaining consent to take matters further is **not** always appropriate.

➤ ***Safeguarding and Child Protection training for all staff/adults working in school***

Our school complies with the advice laid down in 'Working Together to Safeguard Children' 2015 and 'Keeping Children Safe in Education' Sep 2018 to undertake regular training.

This is covered in more detail in Section 3 page 18 (3).

Date of last training: October 2018

A record of those trained may be found in the Safeguarding File. Individuals have a certificate to verify their attendance copies of which are kept in the certificate files.

- Training for the designated safeguarding lead and other designated teachers in school is undertaken every 2 years

Vanessa Elcock October 2018
Nicola Beckham October 2018
Rachel Franklin September 2018
Richard Harrison September 2018

Prevent training

Andrea English Exec Head Teacher July 15
Vanessa Elcock Deputy Head January 2016
Nicola Beckham Assistant Head Teacher November 2016
Rachel Franklin Assistant Head teacher September 2015

We recognise that as a minimum schools should ensure that the Designated Safeguarding Lead undertakes Prevent awareness training and is thus able to provide advice and support to other members of staff on protecting children from the risk of radicalisation (The Prevent duty DFE June 2015)

- The Nominated Governor with responsibility for Child Protection is
Mr Roy Patel – Training April 16

- The Executive Head Teacher and a Governor have attended 'Safer Recruitment Training'

Andrea English: Executive Head Teacher May 18

Roy Patel: Vice Chair of Governors 20/11/14

There is a leaflet given to all visitors with important practical advice (Appendix 3). New staff, students and volunteers are directed to take note of this and a copy is available from the office.

- Guidance for safer working practice for those working with children and young people in education settings. The Safer Recruitment Consortium. October 2015 is also available in the staffroom.

2. Child Protection within safeguarding arrangements for all children/young people in school

There are a series of layers of care and intervention ranging from safeguarding for all/universal services (single-agency activities) through to multi-agency work under the Children Acts 1989 and 2004:

- Safeguarding arrangements in school: entitlements under Every Child Matters
- Early Help (Level 2 Yellow Durham Stairway) within universal services
- More complex cases requiring Early Help (Level 3 Amber Durham Stairway)
- Child in Need (Level 4 Red Durham Stairway) yet consent required as for Levels 2 and 3.
- Child Protection (Level 4 Red 'Safeguarding' Durham Stairway)

The Single Assessment Procedures & Practice Guidance, August 2016, show these diagrammatically on the 'Durham Staircase and continuum of Need'.

The five steps span a continuous process of assessment from Early Support and Intervention (Levels 1-3) to statutory arrangements (Levels 4 and 5).

➤ **Every Child Matters**

The Children Act 2004 sets out in statute the five outcomes that are seen as key to children and young people's wellbeing:

- be healthy;
- stay safe;
- enjoy and achieve;
- make a positive contribution;
- achieve economic wellbeing

Education settings have a significant role in promoting these five outcomes as part of their every-day safeguarding work with pupils:
The Children, Young People and Families Plan 2016/2019, produced by the County Durham and Families Partnership includes the following objectives that link directly to our safeguarding work in schools:

Objective 1: Children and Young People realise and maximise their potential:

- Outcome 1: Children are supported to achieve and develop during their early years
- Outcome 2: Children and young people are supported to achieve and attain during school years to prepare them for adulthood
- Outcome 3: Young people are supported to progress and achieve in education, employment and training to achieve their potential
- Outcome 4: Children with additional needs are supported to achieve and attain

Objective 2: Children and young people make healthy choices and have the best start in life

- Outcome 5: Negative risk-taking behaviour is reduced
- Outcome 6: Children and young people are more resilient
- Outcome 7: A range of positive activities are available for children and young people
- Objective 3: A think family approach is embedded in our support for families
- Outcome 8: Early intervention and prevention services improve outcomes for families
- Outcome 9: Children are safeguarded and protected from harm
- Outcome 10: Children who cannot live with their families achieve permanence and stability

➤ **Life at Home**

The Framework for Assessment triangle, reproduced below, summarises every aspect of a child's life under three headings:

- Child's developmental needs (How I grow and develop)
- Parenting capacity (What I need from people that look after me)
- Family and environmental factors (My wider world)

This structure is mirrored in the Referral form for First Contact Service.



Aspects from all three domains combine in home life and staff and adults in school should be mindful of these connections as they work with children and their parents/carers in school.

This school believes that it is essential to work with parents and carers in the best interests of their children. However, good relationships with parents and carers should not detract from our primary concern which is the welfare of children in this school.

Staff are made aware in training of the 'toxic four' issues in home life that could have an impact on the way children are parented (Munroe, 2010). The Government research into Serious Case Reviews reveals that the presence of one or more of the following issues could have a detrimental impact on parenting of children in that household:

- Domestic abuse (violence)
- Substance misuse (alcohol and or drugs)
- Adult mental health
- Learning Disabilities



Neglect is the largest category for children being on the Child Protection list (nationally and in Durham). Durham LSCB have produced new Neglect Practice Guidance (Revised 2017) linked to the Tackling Neglect Multi-Agency Strategy 2017. Both documents are on their website.

➤ ***Signs and behaviours of concern***

‘All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection’. Keeping children safe in education, Sep 2018, Part 1 (1918)

Staff should be particularly alert to the need for early help for the following groups

- children who are disabled and have specific additional needs
- children who have special educational needs (whether or not they had a Statutory EHC Plan)
- young carers
- children and young people who frequently miss from care or home
- children and young people misusing drugs or alcohol
- children who are in family circumstances presenting challenges for the child, such as substance abuse, adult mental health problems, or domestic abuse and/or
- those who have returned home to their family from care

‘All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members should receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, but at least annually to provide them with relevant skills and knowledge to safeguard children effectively’. Keeping children safe in education, Sep 2018, Part 1(14).

In our school we do these regular updates through case study discussions, staff notice board/Office 365, staff meetings and briefings:

Our school understands that it is best practice to discuss concerns with parents/carers before contacting First Contact Service (providing this does not present a delay), or unless by doing so the child would be put at further risk of harm. **First Contact Service: 03000 267979.**

‘Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children’s social care (and if appropriate the police) is made immediately. *Keeping Children safe in Education September 2018 Part 1 (29)*

Anyone can make a referral. When referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed, as soon as possible, that a referral has been made’.

➤ ***The Single Assessment Procedure & Practice Guidance***

‘All school and college staff should be prepared to identify children who may benefit from early help’ *Keeping children safe in education, Sep 2018, (8)*. This relates to work with other universal agencies on Level 2 and Level 3 of the Durham Staircase and Continuum of Need.

Our school is aware that ‘no single professional can have a full picture of a child’s needs and circumstances’. Also that ‘if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action’. **KCSIE 2018 (3)**

This school works with the consent of parents and carers to jointly undertake assessments where an unmet need has been identified. However, we are aware from the new document, ‘A Guide for Professionals on the Sharing of Information’ (Durham, 2014) that it may be necessary to meet with other services and agencies even if this consent for a ‘Team around the Family’ meeting is not forthcoming. These professionals meetings are important to share concerns, suggest ways forward along with further work to encourage participation by parents/carers in early help processes. 0-19 Hubs, One Point colleagues and Early Help Advisors are also a useful source of advice in these circumstances.

Team around the Family (TAF) is an early means of intervention to provide appropriate advice and support for the parents/carers and young person by working with appropriate local agencies through Team around the Family arrangements. See www.durham-lscb.org.uk

Our local One point hub and Families First Team and Early Help Mentors and contacts are:

Walker Drive, Woodhouse Close, Bishop Auckland, County Durham. DL14 6QW
One Point Service telephone number: 03000 261 119
Families First Service telephone number: 03000 262 886

Durham Multi-Agency Safeguarding Hub (MASH)

Where concerns are identified as Level 3 or 4 on the Durham Staircase, our school will cooperate promptly and fully with relevant information to inform further assessments undertaken by the MASH team.

➤ **Child in Need**

Section 17 of the 1989 Children Act
Working Together 2018

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. KCSIE 2018 (29)

This school recognises the importance of this early support and intervention work in more complex cases undertaken with the consent of parents and carers at Step 3 (Amber) of the Durham Staircase and Continuum of Need. We work with parents/carers, the child and other relevant agencies. We recognise the importance of attendance at Team around the Family meetings and contributing relevant and timely information for updating the Family Plan.

➤ **Child Protection and significant harm**

Step 4 (red) 'Safeguarding concerns' on the Durham Staircase

Section 47 of the 1989 Children Act
Working Together 2013

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so called honour based violence, and extra-familial threats like radicalisation and sexual exploitation'. KCSIE 2018 (29)

Significant harm is where some children are in need because they are **suffering, or likely to suffer, significant harm**. This is the threshold that justifies compulsory intervention in family life in the best interests of children.

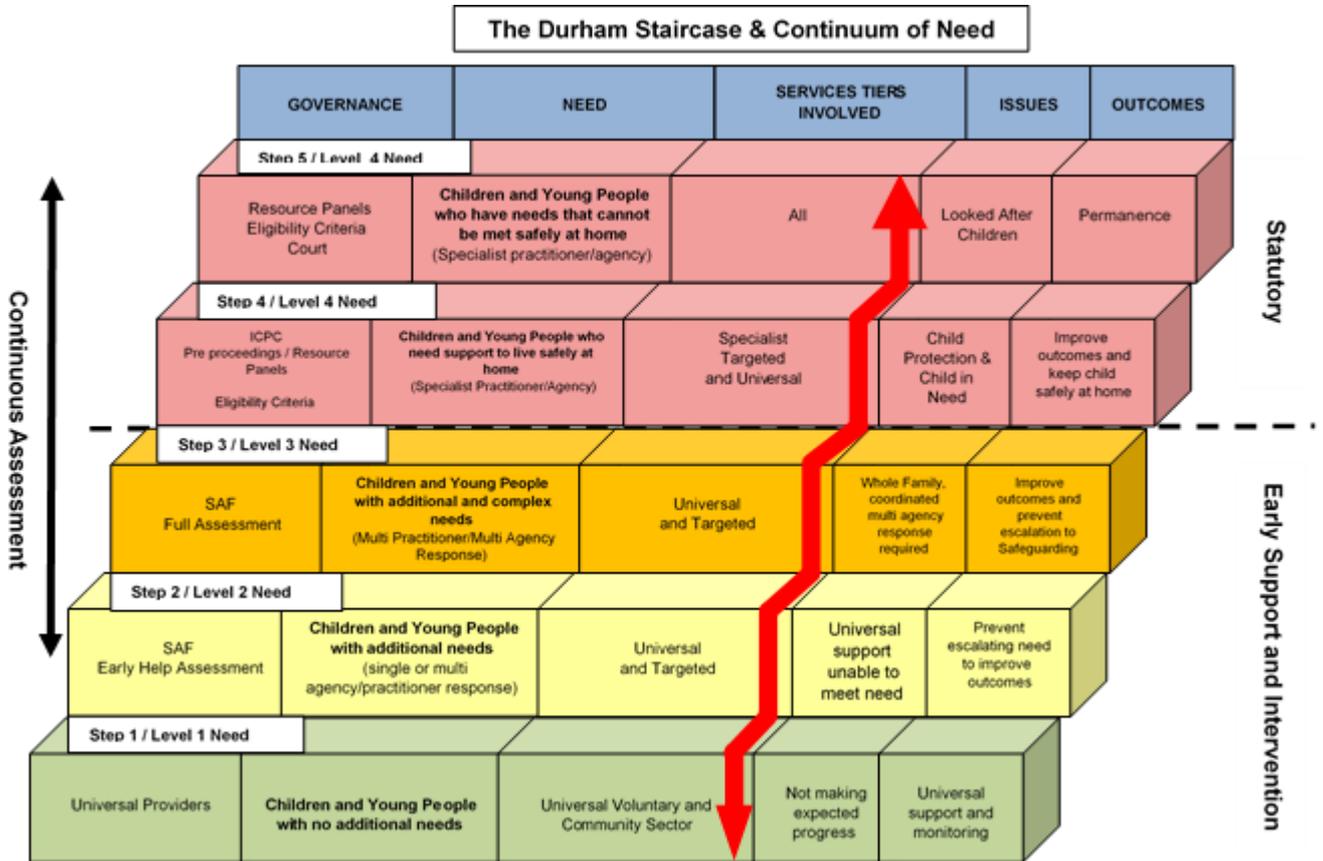
Our school understands that it is best practice to discuss concerns with parents/carers before contacting First Contact Service (providing this does not cause a delay), or unless by doing so the child would be at further risk of harm.

First Contact Service: 03000 267979

Staff are aware from their training that some children might display worrying signs/symptoms or disclose information suggesting abuse, when they have never previously given rise to concern. Staff must contact the designated safeguarding lead for child protection **without delay** so concerns can be discussed with First Contact Service as soon as possible. In all cases it should be borne in mind that other siblings might be at risk in the household as well as the one presenting concerns in school. 'Staff working with children are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child'. KCSIE 2018 (21).

➤ **The Durham Staircase**

This is a diagrammatic representation of the continuum of assessment and intervention in Durham from universal services through to child protection arrangements.



Level 1 - Universal Provision Children with no additional needs.

Children and young people who are achieving expected outcomes and have their needs met through universal service provision. Typically, these children/young people are likely to live in a resilient and protective environment. Families will make use of community resources. Universal services remain in place regardless of which level of need a child is experiencing.

Level 2 - Early Help – Targeted Provision Children with Additional Needs which can be met by a single practitioner/single agency or where a coordinated multi-agency response is needed.

These are children and young people identified as having an additional need which may affect their health, educational or social development and they would be at risk of not reaching their full potential. The single assessment process Early Help Assessment is the tool to use to identify need and plan help for the family.

Level 3 - Early Help – Targeted Provision for Children with multiple issues or complex needs where a co-ordinated multi-agency response is required.

These are children and families whose needs are not being met due to the range, depth and significance of their needs which makes them very vulnerable and at risk of poor outcomes. A multi-agency response is required using either the single assessment framework whole family assessment tools as in most instances there will be issues for parents which are impacting on the children achieving positive outcomes. These families need a holistic and coordinated approach and more intensive intervention and help. Lead Professionals could come from a range of agencies as the key issue will be the quality of the relationship that exists between practitioner and family to assist them to make change and reduce the likelihood of moving into Level 4 services.

Level 4 - Services to keep the child safely at home – where a statutory response is required.

These are children whose needs and care is significantly compromised and they may be at risk of harm or at risk of becoming accommodated by the Local Authority. These families require intensive support on a statutory basis. This will include support provided by Children's Services under a Child Protection Plan and may require the use of legal orders. The assessment and multi-agency response will be coordinated by a social worker, will be holistic and consider the needs of all family members.

Level 4 (step 5) - Need that cannot be managed safely at home.

Children and young people who require intensive help and support from a range of specialist services. These children will often need to be accommodated outside of their immediate family or may require admission into hospital or other institutional settings. In most cases the multi-agency involvement would be led by a social work Lead Professional.

In general, children and young people with disabilities will have their needs met through early help and targeted services at levels 1, 2 and 3. However, some children with a high level of need related to severe disabilities may require specialist services at levels 4.

3. Child Protection policy for Croft Community School

This policy applies to all staff, governors and volunteers working in school. There are six main elements to the policy:

- (1) Establishing a safe environment in which children can learn and develop

- (2) Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- (3) Training and supporting staff to equip them to appropriately recognise, respond to and support children who are vulnerable and may be in need of safeguarding
- (4) Raising awareness of child protection issues and equipping children with the skills needed to keep them safe
- (5) Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- (6) Supporting pupils who have been abused in accordance with his/her agreed child protection plan

(1) Establishing a safe environment in which children can learn and develop

This links to the school's overall safeguarding arrangements and duty of care to all students.

The following policies are relevant:

Link to the H&S Team Manual

<https://gateway.durhamschools.org.uk/premises/healthsafety/Lists/Document%20Library/Attachments/16/Employee%20HS%20Handbook%20v3.pdf>

(2) Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children

The following staff and governors have received Safe Recruitment training:

Mrs A English: Executive Head Teacher

Mr R Patel: Vice Chair of Governors

- Our school will comply with the requirements outlined in local multi-agency safeguarding arrangements 'Key Safeguarding Employment Standards' and in the LSCB Child Protection procedures Section 6.227 onwards as well as national documentation in 'Keeping children safe in education' Sep 2018 Part 3
- Our school will refer to its responsibilities regarding safeguarding and child protection in all job descriptions, and/or to its profile in the school, in the general information distributed with application forms. Annex B in Keeping Children Safe in Education Sep 2018 has specific details of the role of the designated safeguarding lead.
- Our school will undertake appropriate pre-employment checks on all staff working in school, including criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information, as detailed in Part 3: Safer Recruitment in Keeping children safe in education, Sep 2018.
- As outlined in KCSIE 2018 (109-116), the level of DBS certificate required, and whether a check for any prohibition, direction, sanction, or restriction is required, will depend on the role that is being offered and duties involved (99). As the majority of staff will be engaging in regulated activity, an

enhanced DBS certificate which includes barred list information, will be required for most appointments (100).

- In a school or college a **supervised** volunteer who regularly teaches or looks after children is not in regulated activity (KCSIE 2018 (102)).
- Volunteers will not be left unsupervised with groups of children, nor will they be in areas where they cannot be fully seen by the supervising teacher.
- In accepting the offer of help from volunteers, especially those unknown, staff are aware that schools in general are attractive places for 'unsafe' volunteers.
- Schools may be places where those with unhealthy interests in children seek to find employment (paid or otherwise). Staff should be vigilant about all inappropriate behaviour with children that gives cause for concern. The Head Teacher and governors must be aware of the Durham County Council Confidential Reporting Code arrangements.
- Supply staff - ensure that appropriate DBS checks are carried out before employing supply staff, especially those not available via the Durham Supply Partnership.
- Our Governing Body will be aware of their responsibilities in connection with staff appointments and similarly aware of their liabilities especially if they fail to follow LA guidance.
- Volunteers and helpers will not be given tasks beyond their capabilities and therefore where they might feel under pressure.
- Volunteers and helpers should feel able to discuss difficulties with the teacher, who will respond with advice and additional guidance and supervision.
- Volunteers and helpers will not have the opportunity to feel that they are in charge and thus in a position of power, which may then be abused.
- Volunteers, helpers and staff new to the school are given a leaflet that covers behaviour guidelines for staff and volunteers.

(3) Training and supporting staff to equip them to appropriately recognise, respond to and support children who are vulnerable and may be in need of safeguarding

- 'All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction'.
This should include:
 - The child protection policy
 - The behaviour policy (sometimes called a code of conduct); and
 - The safeguarding response to children who go missing from education

- The role of the designated safeguarding leads including the identity of the designated safeguarding lead and any deputies, Kcsie Sep 2018 Part 1 (13)

Copies of policies and a copy of Part 1 of Keeping children safe in education, Sep 2018, should be provided to staff at induction.

- 'If staff have **any concerns** about a child's welfare, they should act on them immediately'. KCSIE Part 1 (23). They should not assume a colleague or another professional will take action. Staff should also be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision'.
- In addition staff (including temporary, supply staff, contracted staff and volunteers) should receive an induction covering signs and symptoms to be aware of, response to disclosures and the need for prompt communication to the designated safeguarding leads and accurate recording. This will include how to record information about concerns on BEHAVIOUR WATCH the schools online recording system.
- All staff will be made aware of the practical government guidance document 'Guidance on Safer Working practice for Adults who Work with Children and Young People', Safer Recruitment Consortium. October 2015.
- All adults working in school receive regular whole-school safeguarding and child protection training on a three-yearly cycle. The majority of staff receive training in twilight sessions or INSET days. Training is delivered either 'in house', or by officers from Education Durham. In either case the same resources and themes are covered. This course, 'Introduction to safeguarding and child protection' is regularly updated to reflect new priorities and concerns within the County and other multi-agency local priorities. Currently a case study focusses on the impact of Neglect. Durham Education offers schools a 'Train the Trainer' course to prepare them with the necessary resources for this training to be undertaken in schools.
- Staff who miss these sessions or join the school within the three-year cycle receive training either through e-learning, attendance at a neighbouring school or through an in-house briefing by the designated safeguarding lead in school. Education Durham are also providing some centrally based 'catch-up' sessions for these colleagues.
- All staff also take yearly e learning safeguarding training throughout the year
- Names of adults at these sessions are recorded in the Safeguarding File along with the Single Central Record.

Date of last training: September 2017

- In addition, staff are regularly reminded of key messages in order to maintain heightened awareness of safeguarding and child protection issues. Safeguarding is embedded in all our work within school. We do this in the

following ways in school: Briefings, staff meetings, written reminders, messages on office 365.

- We have an induction and leaflet given to all staff and visitors when entering school that informs them of the school's safeguarding procedures. Staff are made aware of the document: 'Guidance for Safer Working Practice for Adults who work with Children and Young People' (January 2009)¹ and there is also a code of conduct for staff.
- The following staff are responsible for coordinating child protection and safeguarding work within the broader school curriculum and extended curriculum:

Miss V Elcock – Deputy Head Teacher
Mrs N Beckham - Assistant Head / Online safety
Mrs R Franklin - Assistant Head
Mr R Harrison – Behaviour Manager
Ms M Birbeck – Teaching Assistant – The Bridge

- Member of the team supporting the designated safeguarding lead specialise in promoting certain themes within school

The designated safeguarding lead and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years'. Keeping children safe in education, Sep 2018, Part 2 (66).

Courses are delivered by Education Durham, Durham County Council, and details are displayed on the Durham Schools Extranet as well as in the CPD directory. In addition to school-specific single agency training courses, staff are encouraged to attend other local multi-agency courses available through. These include a Level 2 Safeguarding processes course as well as specialist themes on Level 3 courses.

- The Nominated Governor with responsibility for Safeguarding and Child Protection is Mr Roy Patel. The date they attended county governor training: December 14
- The Executive Head Teacher, other staff responsible for recruitment and one Governor have attended 'Safer Recruitment Training'

Andrea English: Executive Head of School
Roy Patel: Chair of Governors

(4) Raising awareness of other safeguarding issues, boosting resilience and equipping children with the skills needed to keep them safe

We raise other related issues with children and their parents/carers in the following ways:

¹ Based on an original document by the Investigation, Referral and Support Co-ordinators network, commissioned by the DfES.

Children

- Awareness of IT, e-safety issues including cyber-bullying, sexting and hazing. We are mindful that children are safe from terrorist and extremist material when accessing the internet in schools. All schools in the County have the new Smoothwall filtering and monitoring system in place for this and other potentially risky content. It is wise for a Designated Safeguarding Lead to review these records regularly to see whether it links up with other safeguarding concerns about particular individuals. Online safety is continually emphasised in line with Annex C of Keeping children safe in education, September 2018.
- Other themes are addressed through our PSHCE and SRE programmes, assemblies, outside visitors and trainers.
- Names (and photographs) of staff and adults in school that children can speak to if they have concerns (school, family or community issues) are displayed around school

Parents/Carers

- Our web site and other means of communication with parents will re-enforce the message that our school is committed to the welfare and protection of all children in its care. School staff and governors take this duty of care very seriously.
- Newsletters, letters to parents about specific issues, our school web site, school Facebook page and Parents Evenings are used to disseminate and re-enforce key safeguarding and child protection information
- In addition, we also offer events/briefings and workshops that they may attend on particular issues.
- Parents are told that it is essential that school records are kept up to date. Parents are asked to keep school informed of any changes. School will accordingly update records held to reflect current address and telephone contacts. We are aware that as a school we are required to hold more than one emergency contact number for each child KCSIE 2018(57)
 - which adults have parental responsibility
 - court orders which may be in force
 - children on the Child Protection list
 - the child's name at birth and any subsequent names (taking care over unusual spellings)
 - any other changes to home circumstances

(5) Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse

Names of designated safeguarding leads

All staff, including part-time, peripatetic and adults working with children in school should be informed who these colleagues are. Crucially, this also applies to work-placement students, trainee teachers and supply staff who might be the fresh new face that a child might disclose something important to.

Vanessa Elcock – Deputy Head Teacher
Nicola Beckham – Assistant Head Teacher
Rachel Franklin – Assistant Head Teacher
Richard Harrison – Behaviour Manager
Margaret Birbeck – Teaching assistant The Bridge

Recording concerns

ALL concerns passed to the designated safeguarding leads must be recorded on the electronic monitoring system Behaviour Watch

The more relevant details staff document the better (approximate size, colour of injury, which arm, if burn is scabbing over etc.) Staff can express concern or sensitively remark about an injury (open ended questions), but should not ask direct questions. They should never do so in front of other children.

‘All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead....’

‘Staff should never promise a child that they will not tell anyone about an allegation- as this may ultimately not be in the best interests of the child’.

Keeping children safe in education, Sep 2018, Part 1 (17).

Staff should write the exact words used by the child.

Listening to Children and Receiving Disclosures

- We embrace our role as a listening school where children can discuss concerns with any member of staff or adult who works with them.
- Staff (teaching and support) will make time and be available should children approach them with a situation they are worried about.
- Concerns must be taken seriously and at face-value. It is easy to make speedy judgements based on previous knowledge of the child or young person.
- ‘Staff members working with children are advised to maintain an attitude of ‘**it could happen here**’ where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.’ Keeping children safe in education, Sep 2018, Part 1 (21).
- Staff receiving a disclosure are unable to promise ‘keeping a secret’ or confidentiality. They will need to explain that depending on what the child says they might need to share the information with someone who deals with these concerns in school
- If the child does not wish to continue and say anything further the adult should pass on the concern to the designated safeguarding lead that might wish to keep an eye on that student and may well be aware of other issues of concern.
- When the member of staff next comes across the child concerned, it would be appropriate to ask how they are and remind them that they are able to come and talk when they wish.

- Staff should never speak to another sibling in the family to make enquiries: to investigate concerns is not the role of the school and parents/carers would be rightly aggrieved.
- If there is concern about another member of staff or adult working in school, the matter must be passed straight to the Head Teacher. The member of staff concerned must not be spoken to.

Please remember:

- (i) the child should be allowed to make the disclosure at his/her own pace and in his/her own way.
- (ii) the member of staff should avoid interrupting except to clarify what the child is saying but
- (iii) should not probe for any information that the child does not volunteer.

Recording and Response of the designated lead professional

All information received should be stored in the child's 'concern' file. Croft school keeps these in electronic form on Behaviour watch with appropriate levels of access to information. Historical records are kept securely in locked storage and away from the child's individual school records. (The child's individual file will be marked to show the existence of the additional 'concern' file). It is essential that all designated safeguarding leads can access these documents in an emergency or in the event of an enquiry for information by the MASH (Multi Agency safeguarding Hub) Team for example.

Good practice is to have a simple central 'chronology of significant events' for all children in school. This assists should the MASH (Multi-Agency Safeguarding Hub) make contact about issues beyond school and also inform any other concerns in school.

Chronologies are made use of in all multi-agency work from Early Help arrangements and Team around the Family right through to Child Protection conferences and meetings. The chronology along with a report is essential preparation for Initial Child Protection conferences. Care must be taken not to alter the fixed widths of columns on this template.

Discussing concerns with the First Contact Service 03000 267979

Procedures detailing local multi-agency arrangements may be found on www.lscb-durham.org.uk including detailed information about the management of individual cases. In addition, staff should refer to the County Durham Practice Framework: Single Assessment Procedure and Practice Guidance, September 15.

There is a new Referral Form for notifying First Contact of concerns. In cases where there is not an immediate Level 4 (Red) 'Safeguarding' concern, DSLs should e-mail or fax the information through. First Contact will triage the concerns raised and pass on to colleagues in the appropriate One Point Hub or the MASH Team for further enquiries to take place.

If a concern is taken up as a **referral** under section 47: Child Protection, actual or likelihood of significant harm, parents or carers should be informed of the concerns raised **unless to do so would place the child at further risk of harm.**

First Contact will triage the concerns raised and pass on to colleagues in the appropriate One Point Hub or Families First team within the County.

If the child requires immediate medical attention staff will accompany the child to the nearest Accident and Emergency Department. First Contact will be informed immediately if the injuries are linked to a child protection matter, so an appropriate paediatrician sees the child. The Director of Children and Young People's Services will be informed and parents will be notified of the action taken.

If the situation is an emergency and staff are unable to speak to First Contact they should phone the Police on 0845 6060365 and ask to speak to a colleague in the Vulnerability Unit concerning a child.

| |
|--|
| <p style="text-align: center;">Police Switchboard: 0345 6060365 Ask for the nearest local Vulnerability Unit to school</p> |
|--|

Discussions with First Contact will be followed up in writing

Discussions of concern and requests for support will be followed up in writing, using the new referral form. See appendix 5

The information will be sent via secure e-mail to First Contact, by fax (taking extreme care to ensure the number is correct) or by tamper-proof envelope or by e-mail to a gx account. A copy is kept on the child's concern file BEHAVIOUR WATCH.

If a member of staff feels that the designated safeguarding lead and/or Head Teacher are not taking concerns seriously enough, then it is appropriate for them to tell that person that they are going to consult with First Contact themselves. **'Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 23-34'. Keeping children safe in education, Sep 2018, Part 1 (9).

| |
|---|
| <p style="text-align: center;">First Contact Service 5, Parson's Court, Newton Aycliffe, DL5 6ZE Telephone: 03000 267979 Fax: 0191 383 5752</p> |
|---|

Attendance at Strategy meetings if assessed to be child protection concern

Strategy meetings are one of four multi-agency meetings as part of Child Protection processes. Local Multi Agency procedures has detailed guidance about these meetings www.lscb-durham.org.uk

There is a table to summarise multi-agency meetings, timescales and responsibilities of attendees in Appendix 7.

School staff may be invited by a to a strategy meeting. These multi-agency meetings are called to decide whether the threshold for an s47 enquiry should commence to look into the concerns that have been raised.

These meetings may be called at short notice and we recognise that appropriate staff from this school should attend wherever possible. If the school is the referring agency they should be invited to attend these meetings. (School is able to offer a venue if there is a suitable room where confidentiality can be assured).

Staff should make available any handwritten notes, dated and signed, as well as other records from the concern file including the single agency chronology of concerns. Any further written evidence from the child: stories, drawings etc. should be brought to the meeting.

In school, staff should monitor the child discreetly for any further concerns or signs that are worrying and give support and reassurance to the child.

All information should be treated with discretion and confidentiality and shared in accordance with 'A Guide for Professionals on the Sharing of Information'. Durham LSCB, 2014.

If concerns are not substantiated following the section 47 enquiries our school will work with other agencies to determine what further support the family and child require. The school will continue to monitor and support the child.

(7) Supporting pupils who have been abused in accordance with their agreed child protection plan: multi-agency work. See Section 4 below:

4. Multi-Agency Work in Child Protection

Initial Child Protection Conference: school responsibilities

See local multi agency procedures for more details, www.durham-lscb.org.uk

Following the final strategy meeting (some complex cases like forced marriage, fabricated and induced illness and organisational abuse may require several strategy meetings) a decision might be made to hold an Initial Child Protection Conference. This work continues within Family First teams within the County.

A conference will be called if there is thought to be an on-going risk or likelihood of significant harm to the child(ren). The date will be within **15 working days** after the last strategy meeting.

School responsibilities

Attendance

It is understood that appropriate school staff should make every effort to attend (unless the date coincides with school holidays). In this case it might be possible for other colleagues with a working knowledge of the child and family to attend. School will determine the most appropriate colleague: Class Teacher, Head Teacher, designated lead professional for child protection. This colleague should be fully briefed about preparation for and conduct of Initial (and Review) Child Protection

conferences and they should be in a position to commit the school to continue the work and resources involved in monitoring the child's welfare and any other tasks allocated as part of the Child Protection Plan.

If no one is able to attend, the conference clerk and the Independent Reviewing Officer should be contacted without delay.

Likewise these colleagues should be informed if the invitation to attend the conference arrives too late to enable other responsibilities (writing report, sharing with parents) to be undertaken as laid down in the LSCB procedures.

Preparation of a report

Schools may wish to amplify and develop information provided on the new Referral Form as the basis of their report. Less experienced colleagues should be supported with the preparation of this document.

The report will contain objective information and provide evidence to support the views contained within it. It will refer to all aspects of the child's life in school, noting specific changes or areas/situations where the child's attitudes and concentration differ from the norm. It will provide details of how the school has worked and might continue to work with the child and their family.

Chronology of significant events

A single-agency chronology should also be produced for this meeting using the template available on the LSCB website www.durham-lscb.org.uk. The detailed 'in house' school chronology should be streamlined to include key relevant incidents noted by school.

Sharing of the report

This may cause tensions between school and the child's parents and carers but this is in line with local multi agency arrangements and procedures. It is the responsibility of all professionals attending the conference. The report should be shared with parents/carers of the child at least **two working days** before the conference. Part of the report may also be shared with the young person, where age-appropriate. This will give the family a chance to question or clarify any issues raised within the report prior to the conference. If there are areas of the report which are confidential then the designated lead professional should contact the Independent Reviewing Officer who chairs the conference.

The report will be passed to the Conference Clerk via the secure e-mail system ready for dissemination to other professionals attending the conference.

Membership of a Core Group

(See local multi-agency safeguarding arrangements and procedures)

This school recognises that membership of a core group is a responsibility that necessitates time and commitment to attend regular meetings and complete the work detailed in the Child Protection Plan.

The merged multi-agency chronology will be regularly updated as part of this on-going work.

Review Child Protection Conference

(See local multi-agency safeguarding arrangements and procedures)

The school will complete the relevant report for the first review conference, after 10 weeks and for any subsequent reviews at intervals of 5 months. The report will detail work undertaken by the school with parents/carers and the child to complete the tasks assigned in the Child Protection Plan. This report should be shared **7 days** before the conference takes place. This report will detail the progress made towards the tasks outlined on the Child Protection Plan.

5. Information-sharing

(1) Parents/Carers

Staff and Head Teacher must **not** automatically contact parents if there is a disclosure by the child or there are other concerns that the child may be at risk of significant harm. Rather schools should discuss concerns with the First Contact Service. Information should not be shared with parents if there was a likelihood that by doing so it might place the child at further risk of harm.

Parents must be aware that once matters have been referred to the First Contact Service the school can only explain the procedure and is not able to give 'progress reports' on the case.

(2) School staff

There is a delicate balance to be struck between alerting members of staff to the concern about the child and the need to protect the child from too many people knowing. Information should only be divulged on a 'need to know' basis. Other members of staff need to know sufficient to prepare them to act with sensitivity to a distressed pupil. They do not need to know details.

(3) Children transferring to another school

When a child on the Child Protection List moves to another school the designated lead professional will inform the new school immediately and arrange the handover of confidential information separately from other records. Schools that both use BEHAVIOUR WATCH can transfer this information electronically.

If a child for whom there are other existing serious concerns transfers to another school, the new receiving school will be informed immediately and written records will follow. If the school is within the County or close by, information could be handed over personally from one safeguarding lead to another. A form should be prepared for both schools to sign to confirm receipt of the records.

Any child transferring to another school (or at the end of a key stage) who has a concern file, this should be passed on promptly to the new school. If schools fail to do this the new school should phone the previous school and clarify that there are no issues that school should be aware of.

(4) County Guidance and protocols

(See LSCB website for further details, 'Information sharing')

Eight Golden Rules for Information-sharing and flowchart

County Durham Protocol for Working Together in the Delivery of Services to Adults and Children

Local multi-agency safeguarding arrangements and procedures

A Guide for Professionals on the Sharing of Information

County Durham Safeguarding Adults Inter-Agency Partnership and Durham LSCB (2014).

Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)

Staff at our school are aware of the need to share information appropriately. The documents above emphasise the key point that if there is a suspicion that a child could be at risk of significant harm, they should refer the matter to the First Contact Service without delay. Concerns must always be followed up in writing on Behaviour Watch

Our school takes care to ensure that information about a child is only given to the appropriate external people or agencies. Staff will take names and ring back via a main switchboard if unsure. All staff within school will be aware of the confidential nature of personal information about a child and the need for maintaining confidentiality. They will seek advice about parental responsibility issues if unsure.

| |
|---|
| <p>Further advice about legal issues is available from Corporate Legal Services:</p> |
|---|

6. Allegations against teachers and other staff

See Part 4 of Keeping children safe in education September 2018. There is an extensive section in the LSCB Multi-Agency online Child Protection Procedures (under Core Procedures).

-Allegations of abuse by staff in schools must be investigated in accordance with the LSCB procedures, and when dealing with any allegation against staff, it is vital to keep the welfare of the child as the central concern. However, as in all child protection issues, a balance needs to be struck between supporting and protecting the child and keeping the effects of possibly false allegations to a minimum. Thus, urgent consideration should be given to the substance of the allegations.

- On receiving an allegation, the Head Teacher will proceed in line with recognised procedures - consulting immediately with LA officers (LADO, Local Authority Designated Officer – Sharon Lewis) and/or informing the First Contact Service. If the LADO is unavailable there should be no delay in discussing with First Contact. **The Head Teacher must not start to investigate.**
- Allegations regarding the Head Teacher should be passed to the Chair of Governors. Should this lead to delay, the person receiving details of the

allegation should follow the advice above and report the matter immediately to the LADO and First Contact Service. At this stage the Head Teacher should not be informed of the allegation (the same process as for any member of staff or adult in school). The Chair of Governors should be informed as soon as possible and asked to contact the LADO.

| |
|---|
| <p style="text-align: center;">Local Authority Designated Officer (LADO) Sharon Lewis 03000 261872 03000 265772 First Contact Service 03000 267979</p> |
|---|

- Investigations will be carried out by the appropriate agencies.
- In dealing with any allegation the Head Teacher and governors need to balance:
 - The seriousness of the allegation.
 - The risk of harm to pupils.
 - Possible contamination of evidence.
 - The welfare of the person concerned.
- Suspension of the member of staff will be considered
 - (a) if there are any grounds for doubt as to the suitability of the employee to continue to work
 - (b) where suspension may assist in the completion of an investigation.
- Suspension will be carried out in line with LA guidelines. Head Teachers may find it useful to contact the LA Human Resources Department for guidance.
- During the investigation support will be offered to both the pupil making the allegation and the member of staff concerned.
- A disciplinary investigation will be carried out only after Police and Intervention and Assessment Teams propose to take no further action.
- Detailed records will be kept by all parties involved.
- Where recommendations are made to school regarding the outcome of a Child Protection investigation the school will advise Children and Young People's Services regarding their response to the recommendation. For example, if a person is suspended and returns to school, the date of that return should be communicated.

The following definitions are now used when determining the outcome of allegation investigations:

Substantiated: there is sufficient evidence to prove the allegation;

Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;

False: there is sufficient evidence to disprove the allegation;

Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

7. Safe Touch

Physical contact other than to control or restrain

Our school has a policy/guidelines on the use of touch, including an Intimate Care policy and this includes such points as

- assisting in the washing of young children who have wet/soiled themselves
- intimate care plans for certain children with medical needs or disabilities.
- using physical contact to demonstrate exercises or techniques, for example, in PE, sports coaching or other practical subjects
- administering First Aid
- supporting younger children and children with special needs who may need physical prompts or help
- giving appropriate comfort to a child who is distressed
- recognising that physical contact is a sensitive issue for some cultural groups
- acknowledging that physical contact becomes increasingly open to question as children reach and go through adolescence
- ensuring a consistent approach where staff and pupils are of different genders
- acknowledging that innocent and well-intentioned physical contact can sometimes be misconstrued
- having a moving and handling policy and plans for children requiring complex or repeated physical handling, with specific training for staff who deal with them.

8. Physical control and restrictive physical intervention: Use of reasonable force

Our school behaviour policy covers the use of restrictive physical interventions as well as the appropriate use of reasonable force.

Our school policy relates to the following pieces of legislation:

Education Act 1996

Education and Inspections Act 2006

Violent Crime Reduction Act 2006

Apprenticeships, Skills, Children and Learners Act 2009

Guidance: The use of force to control or restrain pupils (2013)

Our school Policy on the Use of Restrictive Physical Interventions gives guidance on:

- when staff may use physical control and restraint
- who is allowed to use physical control and restraint
- what forms physical control and restraint may take in particular circumstances
- what forms of physical control and restraint are not acceptable
- recording of incidents where physical handling has been used
- The Policy also makes it clear that corporal punishment is NOT allowed.

9. The Prevent duty

The Counter Terrorism and Security Act 2015 places a duty on certain bodies, including schools, to have 'due regard to the need to prevent people from being drawn into terrorism'. The DfE has produced non-statutory advice for schools, 'The Prevent duty' June 2015. This duty applies to all schools from 1st July 2015.

This work is part of schools' broader safeguarding responsibilities and protecting children from other harms (drugs, gangs, neglect, and sexual exploitation). During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Keeping children safe in education (July 2015) summarises four areas in which schools might be involved: risk assessment, working in partnership, staff training and IT policies.

Thus schools should have:

-staff being able to identify children who may be vulnerable to radicalisation. Information or concerns should be passed to the Designated Safeguarding Lead in the same way as other information that might be a safeguarding concern. The DSLs will see if there are already concerns about the young person and might need to consult with Sergeants Jane Freeman and Steve Holden at Durham Constabulary.

-policies and procedures in line with those of DCC, Durham Constabulary and the LSCB.

-training needs more widely should be made in the light of a school's assessment of risk. However, it is a minimum requirement that the designated safeguarding lead undertakes Prevent awareness training. They can provide advice and support to other staff and may need to contact the relevant officers at Durham Constabulary or Community Safety.

-throughout the life of the school as well as in specific lessons to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.

-robust IT policies and mindful of new guidance within Keeping children safe in education, Sep 2016, Annex C 'Online safety'.

Prevent Duty Guidance in England and Wales (2015), paragraph 64, notes

'Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent duty is not intended to limit discussion of these issues. Schools should, however, be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues'

Through discussion with the specialist colleagues at Durham Constabulary it may be appropriate to make a referral to the Channel programme. This programme focuses on support at an early stage, tailor-made to the individual young person. Engagement with the programme is entirely voluntary. A school representative may be asked to be a member if a student from the school is to be discussed at the Channel panel.

The Prevent Team
Sgt. Jane Freeman and Sgt. Steve Holden 0191 375 2234
HQ special branch@durham.pnn.police.uk

DCC Community Safety 03000 265436/435
Community.safety@durham.gov.uk

(The LSCB website 'Professionals; Prevent-Counter Terrorism; has examples of policies produced by the Safe Durham Partnership)

10. Child Sexual Exploitation

Schools must be aware of young people who could be at risk of sexual exploitation. Keeping children safe in education, September 2016, provides a definition (that may be updated)

'Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point' KCSIE 2018, Annex A, page 76-77.

The definition makes it clear that this is where there is an imbalance of power in a relationship when the young person receives something as a result of engaging in sexual activities. There are varying degrees of coercion, intimidation or enticement that might also link to bullying, peer pressure and e-safety issues. National Serious Case Reviews highlight that sometimes these young people are perceived as 'bad' not 'sad'. Where there is a deterioration in behaviour, work, and changes to friendship patterns along with missing from home or absenting school the underlying factors need to be examined. If there is a concern that a young person may be at risk of sexual exploitation the designated lead should discuss with First Contact Service where there are specialist colleagues trained to assist in these cases.

Durham LSCB has section of their website devoted to resources, guidance, and a risk assessment matrix that assists schools. A new website has been launched by a multi-agency ERASE team, as a source of help and information for children, parents and the wider community, www.eraseabuse.org.

In Primary Schools 'Child line' offers a talk on 'The Underwear Rule' PANTS:

- **P**rivates are private
- **A**lways remember your body belongs to you
- **N**o means no
- **T**alk about secrets that upset you
- **S**peak up, someone can help

For concerns relating to sexualized behaviour by children and young people, the Brook Traffic Light Tool (brook.org.uk) is a useful resource. Concerns (green, amber and red) are listed within four age categories 1-5; 5-9; 9-13 and 13-17 years. This information can be used to supplement other information from the 0-19 levels of need document as part of a wider referral to First Contact.

11. Female Genital Mutilation

This comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. This is illegal in the UK (The FGM Act 2003), abusive and has varied long-lasting consequences for the young girl. If adults working with girls suspect that one might be at risk it is essential that they pass the information on to the designated safeguarding lead who will phone First Contact for advice. There is a FGM Helpline also on 0800 028 3550. There is also a useful website: fgmhelp@nspcc.org.uk

The Home Office has produced some free, informative, on-line training that designated leads might wish to access:

Virtual college e-learning: Recognising and Preventing FGM.

If a teacher discovers that an act of FGM has been undertaken on a girl under the age of 18, they have a duty to report this to the police.

12. Online Safety

This policy links to the wealth of other policies that schools may download and customise from the following sources:

Durham Schools Extranet

Pupils

Safeguarding

Online Safety

Two items are referenced in the Appendices on Sexting:

Annex G from Sexting in schools and colleges: Responding to incidents and safeguarding young people

Advice for schools: Responding to and managing Sexting Incidents (UK Safer Internet Centre)

There is a Professionals Online Safety Helpline 0844 381 4772

On the LSCB website in the Multi-agency online Procedures Manual, part 2, Safeguarding Practice Guidance there is further information under 'E-safety: Children Exposed to Abuse through the Digital Media'

13. Peer on Peer Abuse

- Peer on peer abuse is taken very seriously (KCSIE 2018 (89)) and all staff should recognise that children are capable of abusing their peers.

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or

Whether the perpetrator has repeatedly tried to harm one or more other children; or

Whether there are concerns about the intention of the alleged perpetrator.

- In this school will not be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. Peer on peer abuse can be such that girls are more likely victims and boys, perpetrators.
- Peer on peer abuse may take different forms:
 - There is recent advice on sexual violence and harassment from the D for E (December 2017)
 - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - Sexting 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' (2016)
 - Initiating/hazing type violence and rituals
- To support this agenda, the following steps are taken in school to minimise these risks:

Provide a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.

Have systems in place for any student to raise concerns with staff, knowing that they will be listened to and valued.

Develop robust risk assessments where appropriate

Have relevant policies in place (e.g. behaviour policy, anti-bullying policy).

Allegations of peer on peer abuse will be investigated by: The Head of School and designated safeguarding lead.

The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service can help professionals to assess and respond appropriately to sexualised

behaviour. The traffic light tool can be found at www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool

Guidance on responding to and managing sexting incidents can be found at:

http://www.thegrid.org.uk/info/welfare/child_protection/reference/index.shtml#sex

Victims, perpetrators and any other child affected by peer on peer abuse will be supported by the appropriately trained staff.

13. Children Missing Education

1. Definition

For the purpose of the Statutory Guidance on Children Missing Education (2016), children missing education are defined as children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

2. Recognition and Response

Enquiries into the circumstances surrounding a child who is missing from school can be effectively supported by schools adopting an admissions procedure which requires a parent/carer to provide documentary evidence of their own and the child's identity and status in the UK, and the address that they are residing at. These checks should not become delaying factors in the admissions process.

If a member of school/educational establishment/college staff becomes aware that a child may have run away or gone missing, they should try to establish with the parents/ carers, what has happened. If this is not possible, or the child is missing, the designated safeguarding teacher/advisor should, together with the class teacher, assess the child's vulnerability.

From the first day that a child does not attend school and there is no explanation or authorisation of the absence, the following steps should be taken:

- A trained staff member will make contact with the parents/carers (person with parental responsibility for the child) to seek reassurance that the child is safe at home;
- The outcome of the contact should be assessed and if there are any concerns a consultation with the school/establishment/college designated safeguarding lead should take place to consider the child's vulnerability.

In the following circumstances a referral to First Contact and /or the police should always be made promptly:

- The child may be the victim of a crime;
- The child is subject of a Child Protection Plan;
- The child is subject of Section 47 Enquiries;
- The child is Looked After;

- There is a known person posing a risk to children in the household or in contact with the household;
- There is a history of the family moving frequently;
- There are serious issues of attendance.

The answers to further questions could assist a judgement whether or not to inform First Contact and the police:

- In which age range is the child?
- Is this very sudden and unexpected behaviour?
- Have there been any past concerns about the child associating with significantly older young people or adults?
- Was there any significant incident prior to the child's unexplained absence?
- Has the child been a victim of bullying?
- Are there health reasons to believe that the child is at risk? e.g.:
- Does the child need essential medication or health care?
- Was the child noted to be depressed prior to the child's unexplained absence?
- Are there religious or cultural reasons to believe that the child is at risk?
- Rites of passage or forced marriage planned for the child?
- Has the child got a disability and/or special educational needs?
- Have there been past concerns about this child and family which together with the sudden disappearance are worrying such as:
 - Is there any known history of drug or alcohol dependency within the family?
 - Is there any known history of domestic violence?
 - Is there concern about the parent/carer's ability to protect the child from harm?

The length of time that a child remains out of school could, of itself, be an alerting factor of risk of harm to the child. Accordingly, if a situation is not resolved within three days a Single Assessment referral form should be submitted to First Contact, then further referrals should be made to the police and Children's Social Care, as appropriate over the next two weeks.

Extended leave of absence can be authorised by the head teacher, at which point a return date is set. In these cases, the time line for enquiries starts from when the child does not attend school on the expected return date, not from the day the extended leave started.

14. Honour Based Violence / Forced Marriage

If a child is at risk of harm contact First Contact on: 03000 267979
 Contact Durham Constabulary Safeguarding Unit on 101
 In an emergency always dial 999.

In many cases the individual will be westernised and pressure will be brought to bear by refusing to allow them out of the home unless chaperoned, withdrawal or threat of withdrawal from education and the barring of contact with friends. In some cases, the individual is taken to the country of their extended family where their ability to resist the marriage is unlikely.

Honour Based Violence and Forced Marriage cuts across all cultures and communities: Pakistani, Bangladeshi, Indian, Turkish, Kurdish, Afghani, African,

Middle Eastern, South and Eastern European for example. It is also an issue that affects Gypsy Roma Travellers. (This is not an exhaustive list).

HBV/FM may be committed by male and female offenders.

Honour Based Violence may be committed not only against the persons directly involved in the behaviour which is perceived as dishonourable, but also against persons believed to have assisted or conspired in the behaviour. Agencies should therefore always consider the risk of harm to the victim, the victim's partner, their children, siblings, and associates.

Perpetrators of HBV may commit serious offences including murder upon closest relatives and/or others to achieve a number of purposes including forced marriage to:

- Protect the family 'honour' or Izzat;
- Respond to family, community or peer group pressure;
- Protect the perceived cultural and/or religious ideals;
- Controlling disapproved sexual behaviour or orientation (including perceived promiscuity or being lesbian, gay, bisexual or transgender);
- Punishing perceived immoral behaviour including:
 - Pre-marital or extra-marital sexual relations;
 - Kissing or showing other forms of intimacy in public;
 - Rejecting a forced marriage;
 - Being a victim of rape or other serious sexual assault;
 - Inter-faith relationships;
 - Seeking a divorce;
 - Inappropriate make-up or dress;
 - Possession and / or use of a mobile telephone;
 - Truanting from school or being removed from school.

The above list is not exhaustive.

When dealing with HBV/FM related incidents and crime including major crime, or missing person enquiries where HBV may be an issue partner agencies should be aware that family members and/or individuals from within the community concerned may support the primary offender(s), by seeking to mislead, obstruct or undermine any inquiries and/or police investigation.

Staff must be aware that an incident of domestic abuse does not become HBV simply because the parties involved are of BME origin. HBV occurs where violence is committed as a result of a perception that the victim has brought shame or dishonour upon the family or community.

Confidentiality

Confidentiality is an extremely important issue for any individual, child or adult, threatened with, or already in, a forced marriage.

Careful consideration must be given in relation to what information is shared and to whom. This applies to practitioners as well as members of the family or the community. If a child or vulnerable person is in a place of safety any disclosure,

which could lead to them being traced, could put him/her at considerable risk of harm from family or others. The best interests of the individuals must be the paramount consideration.

When dealing with cases of Honour Based Violence and Forced Marriage there are often complex and sensitive issues that should be handled by child and adult protection specialists with expertise in HBV and FM issues. Although frontline staff should contact their safeguarding lead as soon as possible, they may initially need to gather some information to gather the facts to assist with the referral.

When dealing with potential victims it is important to recognise the seriousness / immediacy of the risk. The member of staff will:

- See the victim immediately in a private room or space to enable them to speak in confidence in a safe environment where they cannot be overheard;
- See them on their own;
- Explain all of the options available to them;
- Obtain full details;
- If the victim is a child or young person under 18 activate the child protection procedures immediately;
- If the victim is a vulnerable adult activate the Safeguarding Adults Procedures immediately by contacting Social Care Direct;
- If the victim is an adult, complete a MARAC Risk assessment Form and Risk Assessment for HBV/FM explain the reasons why and fax to the MARAC Co-ordinator;
- Consider the use of a [Forced Marriage Protection Order (FMPO)];
- When asking questions within the assessment be clear and fully explain what the questions mean and why they are being asked;
- Take into consideration the victim's perception of risk and obtain details of all persons who they are afraid might harm them;
- Recognise and respect the wishes of the victim;
- Explain the issues relating to confidentiality and who information will be shared with, reassuring them that this will not extend to their family;
- Establish a way of contacting them discreetly in the future;
- Consider the need for immediate protection and placement away from the family;
- Contact the trained specialist/safeguarding lead within the organisation as soon as possible.

The vulnerability of victims cannot be overstated. This could be further compounded by issues such as traditional gender roles, literacy, language and /or immigration status.

Always seek specialist advice if an interpreter is needed given the potential risks to confidentiality

The member of staff will not:

- Send them away believing that is not a matter for them to deal with;
- Approach members of their family;
- Attempt to be a mediator;
- Share information without their consent, explaining the circumstances when information must be shared with other agencies even without consent in order to protect the individual.

Further Child Protection Considerations

All referrals about possible / actual forced marriage to those under the age of 18 are to be dealt with under child protection procedures.

Forced marriage may place children and young people at considerable risk of honour based violence, rape, physical and emotional harm. Due to the complex and sensitive issues involved in relation to forced marriage, the extended family is not usually an option for placement and it may be that a placement needs to be outside of the Local Authority area, in order to protect the child / young person.

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.

Appendix 1

Roles, Responsibilities and Entitlements

Role of the Designated Safeguarding Lead(s)

Also see Annex B 'Role of the designated safeguarding lead' in 'Keeping children safe in education' **Sept. 2018**

Entitlements

To:

- ◆ Appropriate support from the Head Teacher, Governors and all other staff in child protection matters.
- ◆ Access to regular training to enable him/her to be aware of responsibilities, current issues and best practice in safeguarding and child protection.
- ◆ Support from other agencies e.g. Durham Children and Young People's Services (DCYPS) involved in child protection issues, including colleagues in Education Durham.
- ◆ A policy framework for management of and guidance covering child protection within overall safeguarding arrangements in school.
- ◆ An understanding that partners all will carry out their role in line **with local multi-agency safeguarding procedures** and the 'Working Together Protocol' (2015)

Responsibilities

For:

- ◆ Have a working knowledge **of local multi-agency Child Protection/Safeguarding Procedures** as they apply to the roles and responsibilities of schools.
- ◆ Enacting those procedures when cases of abuse are reported.
- ◆ Ensuring that all staff are aware of their responsibilities in connection with child protection issues and child abuse cases, and that they regularly remind staff of signs and symptoms, how to respond to disclosures and the importance of recording concerns appropriately.
- ◆ Liaising with DCYPS and other agencies regarding individual cases, and on general issues in connection with child protection.
- ◆ Ensuring that all written procedures are readily available and are correctly followed in cases of actual and suspected abuse.
- ◆ Having appropriate in-house forms available to ensure staff document their concerns to add to the DSLs on-going chronology of events
- ◆ Being responsible for ensuring that

relevant staff training is arranged that places CP within the overall context of safeguarding. New staff and volunteers need inducting into their responsibilities

- ◆ The Designated Safeguarding Lead must also ensure that he/she is trained appropriately for their role including refresher training every two years.
- ◆ Attending strategy meetings where appropriate.
- ◆ Ensuring that the school is represented when invited to Initial and Review child protection conferences, and that those representing the school are aware of the procedures and requirements of the conference in terms of timescales for report completion, sharing and providing a single-agency chronology.
- ◆ In conjunction with the Head Teacher, ensuring that those arrangements emanating from any child protection conference which relate to the school are carried out fully.
- ◆ Ensuring that information on individual cases is passed to colleagues on a 'need to know' basis.
- ◆ Ensuring that child protection information and records are kept securely.
- ◆ Working with the Head Teacher and other curriculum leaders to integrate safeguarding and child protection themes within the curriculum.
- ◆ Supporting any staff involved in reporting child abuse cases or in the event of the death of a child (including through natural causes).
- ◆ Liaising with receiving schools on transfer to ensure necessary information and documentation is correctly exchanged.
- ◆ Liaising with the Head Teacher on monitoring and reviewing the policy.
- ◆ A system of regular monitoring and review of all on-going concerns ensuring effective communication between pastoral and Designated Teacher colleagues.

Role of the Head Teacher

Entitlements

To:

- ◆ Support from governors, staff and the Local Authority (LA) and other partners in child protection in relation to child protection matters.
- ◆ A policy framework for management of child protection from Governors.
- ◆ Training/advice/information/support from the LA and other agencies on child protection matters.
- ◆ Access to advice from the LADO (Local Authority Designated Officer) in cases of allegations against staff.
- ◆ All partners in child protection will carry out their role as prescribed by **local multi-agency safeguarding and child protection procedures**.
- ◆ Effective communication and information from Police, DCYPS, and other partner agencies in line with **local multi-agency safeguarding and child protection procedures** and 'Working Together Protocol' (2010)

Responsibilities

For:

- ◆ Protecting children from abuse.
- ◆ The effective day to day management of child protection in accordance with **local multi-agency** procedures within the overall context of safeguarding and promoting the welfare of children.
- ◆ Ensuring that there is a Designated Teacher for Child Protection at an appropriate senior level, who is in a position to liaise with DCYPS and Police as appropriate. In addition, further colleagues to share this role within school.
- ◆ Disciplinary issues relating to staff (including suspension where appropriate), liaising with the LADO and conducting internal investigations.
- ◆ Providing a clear lead and sense of direction to the school on child protection matters within safeguarding.
- ◆ Ensuring that the policy framework agreed with Governors is implemented.
- ◆ Undertaking the relevant Safer Recruitment training as detailed in **local multi-agency** procedures
- ◆ Informing governors of staff suspensions where allegations against staff have been made.
- ◆ Recognising and identifying the individual needs of children.
- ◆ Giving privacy, support and information to children who have, or it is suspected, have been abused
- ◆ Creating an ethos in school where children know that they can disclose their concerns and fears to adults, yet recognising that confidentiality cannot always be offered to those who disclose.
- ◆ Working with Governors and staff towards creating a 'safe' school.
- ◆ Ensuring all staff receive appropriate Safeguarding, Early Help and Child Protection training and that the Designated Teacher receives specialist training every two years.
- ◆ Encouraging designated staff and other pastoral staff to enhance their basic training with further Level 3 courses provided by **local multi-agency partners**.
- ◆ Ensuring that the school child protection policy is communicated to staff, parents

- and volunteers.
- ◆ Practice safe and secure recruitment policy and practice which reflects child protection issues.
- ◆ Maintaining an up-to-date Single Central Record along with records of staff training.
- ◆ Ensuring compliance with the LA Policy on the Use of Restrictive Physical Interventions.

Role of School Staff (including Support Staff and Voluntary Helpers)

Entitlements

To:

- ◆ Training at a minimum of every 3 years to refresh knowledge about child protection within safeguarding
- ◆ Regular 'in-house' reminders about roles, responsibilities, signs and symptoms of concern and appropriate response to disclosures
- ◆ **Regular additional training and updates to increase knowledge and expertise**
- ◆ Timely reminders and feedback relating to the detailed and accurate recording of information to pass to the Designated Safeguarding Leads in school
- ◆ Advice, guidance, information and support from the LA.
- ◆ An agreed child protection policy framework established by Governors.
- ◆ **Appropriate procedures in line with local multi-agency safeguarding and child protection procedures.**
- ◆ Clear, and well publicised lines of communication between the school and DCYPS, Police, and other agencies.
- ◆ Guidance about the LA Policy on the Use of Restrictive Physical Interventions and the recording of incidents.
- ◆ **Advice on their own professional conduct including 'Guidance for safer working practice for those working with children and young people in education settings' October 2015**
- ◆ Support from LA for staff subject to allegations
- ◆ Advice about union membership

Responsibilities

For:

- ◆ Protecting children from abuse.
- ◆ Implementing and working within the framework of the school policy on child protection.
- ◆ Acting as positive role models for parents and children.
- ◆ Making referrals, preferably via the Designated Safeguarding Lead, to the appropriate agencies in accordance with **local multi-agency** procedures.
- ◆ Responsibility to act upon concerns including ones related to the confidential reporting code.
- ◆ Working in partnership with other agencies and the LA.
- ◆ Providing a safe, secure and supportive learning environment for children and young people.
- ◆ Listening to children and responding in an appropriate way.
- ◆ Managing and supporting abused children and those suspected of being harmed
- ◆ Respecting and valuing children as individuals.
- ◆ Recognising and addressing the individual needs of children.
- ◆ Working towards an ethos in school where children feel they can disclose their concerns and fears to adults, yet recognising that confidentiality cannot always be offered to those who disclose.
- ◆ Working with the Head Teacher and governors in creating a 'safe' school.

Role of Governors

Entitlements

To:

- ◆ Support/training/guidance/information from the LA regarding child protection matters, at a level appropriate to Governors.
- ◆ Guidance and support for the Chair of Governors in the event of an allegation being made regarding the Head Teacher
- ◆ To be informed that a member of staff has been suspended.
- ◆ Annual, or more frequent termly updates, about Safeguarding and Child protection matters in school and the work of the Designated Safeguarding Leads.

Responsibilities

For:

- ◆ The Governor with CP Responsibility will comply with training appropriate to their role
- ◆ Ensuring that staff/pupil anonymity is safeguarded in all their procedures.
- ◆ Ensuring that LA guidelines and **local multi-agency** procedures are followed where allegations are made against the school's Head Teacher.
- ◆ Undertaking the relevant Safer Recruitment training as detailed in **local multi-agency procedures**.
- ◆ Providing a policy framework within which the school staff will manage child protection matters.
- ◆ Ensuring that there is a risk assessment made of the school premises, which has regard to Child Protection/Safeguarding matters.
- ◆ That policy review and monitoring arrangements are defined and implemented.
- ◆ Ensuring appropriate day to day mechanisms are in place and that these adhere to local **multi-agency** procedures.
- ◆ The allocation of appropriate resources for the Head Teacher and staff to manage child protection in line with expectations in Keeping Children Safe in Education **September 2018**, Annex B. Ensuring an appropriate training programme is supported and followed in school.
- ◆ Ensuring disciplinary action is taken against staff where necessary.
- ◆ Supporting the Head Teacher in relation to child protection matters.
- ◆ Working with the Head Teacher and staff towards creating a safe school.

Role of Parents/Carers

Entitlements

To:

- ◆ A safe, secure and supportive school environment for their child/children.
- ◆ Their children being valued and respected as individuals.
- ◆ Their children having their individual needs recognised and addressed.
- ◆ Their children having the freedom to enjoy the activities and experiences appropriate to their age and developmental stage.
- ◆ Their children being safeguarded from inappropriate and damaging influences and experiences.
- ◆ Their children attending a school which manages child protection effectively and efficiently.
- ◆ Their children having information about the Child Protection Policy and how it relates to them.
- ◆ Their children knowing that they can disclose their concerns and fears.
- ◆ Their children being listened to, concerns taken seriously and appropriate action being taken. Working positively with the school in all matters pertaining to their child/children's welfare, education and development
- ◆ Their children having access to appropriately trained adults to discuss their concerns.
- ◆ Their children having privacy, support and information where abuse has been recognised.
- ◆ Access to appropriate support.
- ◆ Access to relevant school policies and opportunities to contribute to discussion about these, as appropriate.

Responsibilities

For:

- ◆ Protecting their child/children from abuse.
- ◆ Providing a safe, secure and supportive home environment for their child/children.
- ◆ Providing positive role models and experiences for their children in relation to their child/ children's physical, sexual, and emotional development.
- ◆ Listening to their child(ren), taking concerns seriously and taking appropriate action following any disclosure of worrying information.
- ◆ Showing value and respect for their child as an individual.
- ◆ Providing activities or experiences appropriate to the age and developmental stage of the child.
- ◆ Working positively with the school in all matters pertaining to their child/children's welfare, education and development.
- ◆ Supporting the staff, Governors and children in creating a 'safe' school.
- ◆ Keeping school regularly informed of important information needed to safeguard their child(ren): up to date contact **numbers including more than one emergency number**, address, change of adult with parental responsibility
- ◆ Informing the school should their child be absent from school or not in the appropriate place.

Role of Children/Young People

Entitlements

To:

- ◆ A safe, secure and supportive school environment.
- ◆ A school which manages child protection effectively and efficiently.
- ◆ Being valued and respected as an individual.
- ◆ Having their individual needs recognised and addressed.
- ◆ The freedom to enjoy the activities and experiences appropriate to their age and developmental stage.
- ◆ Being listened to, concerns taken seriously and appropriate responses being made.
- ◆ Access to appropriately trained adults to discuss their concerns.
- ◆ Privacy, support and information where abuse has been recognised.
- ◆ Being safeguarded from inappropriate and damaging influences and experiences.
- ◆ Information about child protection within overall safeguarding and related issues
- ◆ A curriculum that addresses Child Protection (protect) themes, safeguarding and promoting welfare (prevention) in addition to 'increasing resilience' amongst children and young people.

Responsibilities

For:

- ◆ Supporting one another by passing on concerns about friends/peers to staff, within an ethos of a 'telling/listening school'.
- ◆ Honesty, in relation to any disclosures they make.
- ◆ Working with all adults working in school to create a 'safe' school that safeguards and promotes the welfare of all students.
- ◆ Following school rules and behaving responsibly.

Role of safeguarding colleagues in Education Durham

Entitlements

To:

- ◆ Expecting that schools will work within the framework of the **local multi-agency** Child Protection procedures
- ◆ That schools will receive regular training to refresh their knowledge of basic good practice
- ◆ That Designated Safeguarding Leads will attend regular relevant training to undertake their role effectively and receive updates on relevant issues following on from Serious Case Review recommendations.
- ◆ Requests for information, the annual audit of Designated Safeguarding Leads, will be acted on promptly
- ◆ Staff will access important safeguarding and child protection information posted on the Durham Schools extranet and also in **local multi-agency newsletters**.

Responsibilities

For:

- ◆ Placing CP within the overall framework of safeguarding & promoting the welfare of all children.
- ◆ Protecting children from abuse.
- ◆ Maintaining a record of whole school training undertaken by establishments.
- ◆ Maintenance of a database of Designated Safeguarding Leads at all schools and records of specialist **DSL** training undertaken.
- ◆ Providing guidance, information, support and advice to schools on generic policy and record-keeping
- ◆ Providing a range of appropriate training opportunities to schools and publicising **local** multi-agency courses.
- ◆ Maintaining professional confidentiality.
- ◆ Working with other partners in child protection.
- ◆ Developing **further training materials for in-house use**.
- ◆ Developing policy with **local multi-agency** partners.
- ◆ Clear and well-publicised lines of communication between the school and the LA, Police, DCYPS and other agencies.
- ◆ Supporting Head Teachers and Governors in relation to Child Protection matters.
- ◆ Carrying out the LA role in Child Protection matters according to **local multi-agency** procedures and advising on the implementation of any Serious Case Review recommendations.

INDICATORS OF HARM

PHYSICAL ABUSE

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Indicators in the child

Bruising

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Linear bruising at any site, particularly on the buttocks, back or face
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks to the upper arms, forearms or leg
- Petechae haemorrhages (pinpoint blood spots under the skin.) Commonly associated with slapping, smothering/suffocation, strangling and squeezing

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress.

If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent
- There are associated old fractures

- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

Mouth Injuries

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

Poisoning

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self harm even in young children.

Fabricated or Induced Illness

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits
- Attendance at various hospitals, in different geographical areas
- Development of feeding / eating disorders, as a result of unpleasant feeding interactions
- The child developing abnormal attitudes to their own health
- Non organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause
- Speech, language or motor developmental delays
- Dislike of close physical contact
- Attachment disorders
- Low self esteem
- Poor quality or no relationships with peers because social interactions are restricted
- Poor attendance at school and under-achievement

Bite Marks

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.
- A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, or unusually shaped, may suggest abuse.

Emotional/behavioural presentation

Refusal to discuss injuries

Admission of punishment which appears excessive

Fear of parents being contacted and fear of returning home

Withdrawal from physical contact

Arms and legs kept covered in hot weather

Fear of medical help

Aggression towards others

Frequently absent from school

An explanation which is inconsistent with an injury

Several different explanations provided for an injury

Indicators in the parent

May have injuries themselves that suggest domestic violence

Not seeking medical help/unexplained delay in seeking treatment

Reluctant to give information or mention previous injuries

Absent without good reason when their child is presented for treatment

Disinterested or undisturbed by accident or injury

Aggressive towards child or others

Unauthorised attempts to administer medication

Tries to draw the child into their own illness.

Past history of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault

Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids

Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care.

May appear unusually concerned about the results of investigations which may indicate physical illness in the child

Wider parenting difficulties may (or may not) be associated with this form of abuse.

Parent/carer has convictions for violent crimes.

Indicators in the family/environment

Marginalised or isolated by the community

History of mental health, alcohol or drug misuse or domestic violence

History of unexplained death, illness or multiple surgery in parents and/or siblings of the family

Past history of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Indicators in the child

Developmental delay

Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment

Aggressive behaviour towards others

Child scapegoated within the family

Frozen watchfulness, particularly in pre-school children

Low self esteem and lack of confidence

Withdrawn or seen as a 'loner' - difficulty relating to others

Over-reaction to mistakes

Fear of new situations

Inappropriate emotional responses to painful situations

Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)

Self harm

Fear of parents being contacted

Extremes of passivity or aggression

Drug/solvent abuse

Chronic running away

Compulsive stealing

Low self-esteem

Air of detachment – ‘don’t care’ attitude

Social isolation – does not join in and has few friends

Depression, withdrawal

Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention

Low self esteem, lack of confidence, fearful, distressed, anxious

Poor peer relationships including withdrawn or isolated behaviour

Indicators in the parent

Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse.

Abnormal attachment to child e.g. overly anxious or disinterest in the child

Scapegoats one child in the family

Imposes inappropriate expectations on the child e.g. prevents the child’s developmental exploration or learning, or normal social interaction through overprotection.

Wider parenting difficulties may (or may not) be associated with this form of abuse.

Indicators in the family/environment

Lack of support from family or social network.

Marginalised or isolated by the community.

History of mental health, alcohol or drug misuse or domestic violence.

History of unexplained death, illness or multiple surgery in parents and/or siblings of the family

Past history of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's

health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- ***provide adequate food, clothing and shelter (including exclusion from home or abandonment);***
- ***protect a child from physical and emotional harm or danger;***
- ***ensure adequate supervision (including the use of inadequate care-givers); or***
- ***ensure access to appropriate medical care or treatment.***

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators in the child

Physical presentation

Failure to thrive or, in older children, short stature

Underweight

Frequent hunger

Dirty, unkempt condition

Inadequately clothed, clothing in a poor state of repair

Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold

Swollen limbs with sores that are slow to heal, usually associated with cold injury

Abnormal voracious appetite

Dry, sparse hair

Recurrent / untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice / scabies/ diarrhoea

Unmanaged / untreated health / medical conditions including poor dental health

Frequent accidents or injuries

Development

General delay, especially speech and language delay

Inadequate social skills and poor socialization

Emotional/behavioural presentation

Attachment disorders

Absence of normal social responsiveness

Indiscriminate behaviour in relationships with adults

Emotionally needy

Compulsive stealing

Constant tiredness

Frequently absent or late at school

Poor self esteem

Destructive tendencies

Thrives away from home environment

Aggressive and impulsive behaviour

Disturbed peer relationships

Self harming behaviour

Indicators in the parent

Dirty, unkempt presentation

Inadequately clothed

Inadequate social skills and poor socialisation

Abnormal attachment to the child .e.g. anxious

Low self esteem and lack of confidence

Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene

Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy

Child left with adults who are intoxicated or violent

Child abandoned or left alone for excessive periods

Wider parenting difficulties, may (or may not) be associated with this form of abuse

Indicators in the family/environment

History of neglect in the family

Family marginalised or isolated by the community.

Family has history of mental health, alcohol or drug misuse or domestic violence.

History of unexplained death, illness or multiple surgery in parents and/or siblings of the family

Family has a past history of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals

Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating

Lack of opportunities for child to play and learn

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Indicators in the child

Physical presentation

Urinary infections, bleeding or soreness in the genital or anal areas

Recurrent pain on passing urine or faeces

Blood on underclothes

Sexually transmitted infections

Vaginal soreness or bleeding

Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father

Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Emotional/behavioural presentation

Makes a disclosure.

Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit

Inexplicable changes in behaviour, such as becoming aggressive or withdrawn

Self-harm - eating disorders, self mutilation and suicide attempts

Poor self-image, self-harm, self-hatred

Reluctant to undress for PE

Running away from home

Poor attention / concentration (world of their own)

Sudden changes in school work habits, become truant

Withdrawal, isolation or excessive worrying

Inappropriate sexualised conduct

Sexually exploited or indiscriminate choice of sexual partners

Wetting or other regressive behaviours e.g. thumb sucking

Draws sexually explicit pictures

Depression

Indicators in the parents

Comments made by the parent/carer about the child.

Lack of sexual boundaries

Wider parenting difficulties or vulnerabilities

Grooming behaviour

Parent is a sex offender

Indicators in the family/environment

Marginalised or isolated by the community.

History of mental health, alcohol or drug misuse or domestic violence.

History of unexplained death, illness or multiple surgery in parents and/or siblings of the family

Past history of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

Family member is a sex offender.

Appendix 3

Behaviour guidelines for staff and volunteers

DO NOT:

- use your position to gain access to information for your own advantage or another's detriment
- intimidate, threaten, coerce or undermine anyone
- engage in any sexual activity (even consensual) with a student under 18 years who is attending your educational establishment
- play games or have physical contact that is inappropriate
- jump to conclusions about people's behaviour without checking facts
- investigate any allegations yourself

- make suggestive remarks or gestures, tell jokes of a sexual nature or engage in inappropriate verbal banter
- create a personal relationship with a student where one does not already exist
- give **any** personal details about yourself or others to a student unless you have agreed this with a senior member of staff
- allow any student to access any of your personal accounts on social networking sites
- rely on your good name to protect you - it may not be enough
- believe that an allegation could not be made against you, it could

Remember: someone may misinterpret your actions, however well intentioned. Ask yourself are my actions fair, reasonable, warranted, proportionate, measured, safe and applied equally?

DO:

- report all health & safety issues without delay
- keep students safe and protect them from physical and emotional harm
- look after yourself
- treat **everyone** with respect
- provide a positive example you wish others to follow
- work with another appropriate adult in all planned activities whenever possible
- risk assess all situations when you are working alone with a student and make sure you are seen and/or heard by others
- respect peoples' right to personal privacy
- create an environment in which people feel comfortable in pointing out attitudes and behaviours they don't like
- report and challenge all inappropriate and/or abusive activities, such as ridicule or bullying
- familiarise yourself with your school code of behaviour
- report any gifts you receive & ensure they are not of significant value or intention

- give gifts to students **only** as part of an agreed reward system

Appendix 4

School Brochure / Website Information

Safeguarding

Children maximise their potential in an environment which is safe, secure and supportive of all their needs. Everyone who comes into contact with children and their families has a role to play in safeguarding them. Safeguarding is of paramount importance at Croft Primary School. We are a listening school and we take concerns seriously. Our school is committed to promoting the welfare of all children by working together with parents and carers, the Local Authority (LA) and multi-agency partners in early help and child protection, in accordance with locally agreed Local Safeguarding Children Board procedures and practices. The school recognises the importance of this work being undertaken with the consent of parents/carers and we work jointly to undertake assessment and provide support where an unmet need has been identified unless by doing so would put the child at further risk of harm.

All staff are trained in safeguarding and child protection. We have four members of the senior leadership team trained as safeguarding leads who are responsible for managing child protection concerns. The Designated Safeguarding Lead is Ms Benson. Family support is offered through school events and we work closely with other agencies to promote the welfare of our children.

Health and safety are monitored by senior leaders and activities are risk assessed. Where necessary pupils may have an individual risk assessment to ensure their safety.

Our Safeguarding and Child Protection policy can be found on the School Policies Page and information regarding ESafety, can be found on the School E-Safety page of our website.



Children's Services **Referral Form**

If a child is in immediate danger dial 999

If you are worried about a risk of significant harm to a child it is essential that you share your concerns by contacting **First Contact on 03000 267979**

This form should be used to refer a child and family for;

- ✓ **Early help (level 2)** – targeted provision for children with additional needs which can be met by a single practitioner/agency or where a coordinated multi agency response is needed
- ✓ **A request for targeted provision (level 3)** –for children with multiple issues or complex needs where a coordinated multi agency response is required

Email the completed form to

firstcontact-gcsx@durham.gcsx.gov.uk



First Contact

03000 26 7979

Referral type

Early help referral Safeguarding referral

1. Referrer details

| | |
|-----------------------------|--|
| Name | |
| Role/Agency/Team/Department | |
| Address | |
| Email address | |
| Telephone | |

Consent

1. Early help support or targeted support – Level 2 & 3

Consent

For an early help referral, **the referral must always be discussed with the family and consent for the referral should always be sought from those with parental responsibility.**

Have you obtained consent from the family to discuss and share information with appropriate agencies?

Yes

We will not be able to progress your request for Early Help unless consent has been agreed

2. Safeguarding concern – Level 4

Consent

For a safeguarding children referral, **it is good practice to inform those with parental responsibility of your referral, unless to do so would place the child at further risk of harm.**

Have you obtained consent from the family to share information with appropriate agencies?

Yes No

If no, reason why

Have you informed the family that you are making a referral?

Yes No

1a. Child's details (Please complete Section 1b for further children). **Please gather this information if not known.**

| | | | |
|---|--|---|---|
| Name of child | | Religion | |
| Also Known As/alias | | Ethnicity | |
| Date of Birth or Expected Date of Delivery | | Immigration status | |
| Age | | Interpreter/signer needed? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Gender | M <input type="checkbox"/> F <input type="checkbox"/> Unknown <input type="checkbox"/> | GP name and practice | |
| Education provider/employer | | Does the child have a disability? | Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown <input type="checkbox"/> |
| Own agency reference number (e.g. NHS No, UPN) | | State diagnosis if known and any SEN statement if known | |
| Child's address and postcode | | Does the child have an Education, Health and Care Plan? (EHCP) | Yes <input type="checkbox"/> No <input type="checkbox"/> |

1b. Siblings and other related children's details

| Child's full name | DOB EDD | Gender | NHS No UPN | Address | Relationship to child referred? e.g. brother, sister | Ethnic Origin | Mother's full name | Father's full name |
|-------------------|---------|--------|------------|---------|---|---------------|--------------------|--------------------|
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

2a. Parent/carer details

| Adult's/parent's full name | DOB | Gender | Address and contact number | Relationship to child referred? e.g. mother, father, step parents, parental partner | Ethnic origin | Do they have parental responsibility |
|----------------------------|-----|--------|----------------------------|--|---------------|---|
| | | | | | | Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown <input type="checkbox"/> |
| | | | | | | Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown <input type="checkbox"/> |
| | | | | | | Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown <input type="checkbox"/> |

| | | | | | | |
|--|--|--|--|--|--|---|
| | | | | | | Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown <input type="checkbox"/> |
|--|--|--|--|--|--|---|

2b. Other significant adults details

| Adult's full name | DOB | Gender | Address and contact number | Relationship to child referred? e.g. grandparent, aunt, family friend etc | Ethnic origin |
|-------------------|-----|--------|----------------------------|--|---------------|
| | | | | | |
| | | | | | |

3. Reasons for referral

| | |
|---|--|
| What are you and/or the family concerned about? | |
| What is the impact on the child(ren)? | |
| What do you think needs to happen to ensure the safety of the child(ren)? | |

| | |
|--|--|
| | |
|--|--|

4. Development of referred child (Please describe the key areas of need identified)

Think about - disability, young carer, educational attainment, educational attendance, school exclusion, health, social presentation/relationships/behavioural problems/self-esteem, emotional wellbeing, child sexual exploitation, child abuse/neglect, pregnancy.

5. Parental/carer capacity (Please describe the key areas of parental need or risk)

Think about - relationship, disability, learning disability, substance misuse, domestic abuse, mental wellbeing, criminality/anti-social behaviour, 'risk to children' status, looked after child, pregnancy, how these affect parental capacity, do both parents have current contact, support from extended family members.

6. Environment

Think about - home conditions, risk of homelessness, household finances, parents employment status, number of house moves - in last 2 years, anti-social behaviour, relationships in the community, acknowledgement of needs, willingness to engage in offers of support, dangerous animals

Have you completed the Home Environment Assessment Tool? **Yes** **No**

Have you attached the Home Environment Assessment Tool? **Yes**

7. What are the strengths/ protective factors?

Think about - support from extended family members/friends, engagement with your/other services, this may include the Voluntary and Community Sector organisations - what is working well.

8. Are there any known risk factors to professionals/staff if visiting the family home? (If yes, please explain why)

9. Involvement of other services

Which other services are **currently or were previously** involved with the child and family (name, agency), if known. This may also include Voluntary and Community Sector Organisations that provide social/community based services and activities for adults, children and young people i.e. drops in services, community projects, sports clubs, art clubs

| Child(ren) /family | Name/agency | Purpose | Ongoing or Ended when/why? |
|--------------------|-------------|---------|----------------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

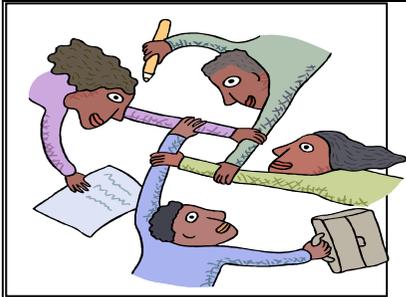
| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

Email the completed form to firstcontact-gcsx@durham.gcsx.gov.uk

Please remember to include all relevant attachments if available;

- Chronology
- Home Environment Assessment
- Family Engagement Risk Assessment
- EHCP
- Other (please state)

| | Multi-Agency Meetings | | Page |
|--|---|--|------------------|
|  <p data-bbox="208 639 353 675">Strategy</p> | <ul style="list-style-type: none"> ●Referral taken up by First Contact Service: 'reasonable cause to suspect child is suffering or likely to suffer significant harm'. ●To agree whether to start s47 enquiries and to begin/complete a core assessment under Child Act 1989. ●Professionals meeting only ●Held at short notice (some professionals may be available by phone). Police Sergeant and investigating officer (VU); Assessment and Intervention Team manager and SW, Health, referrer (if professional) and other relevant colleagues. ●Usually held in A&I Team office, hospital. ●To PLAN how to look into the concern: share information, consider criminal investigation, medicals, interviews etc. |  | <p>25</p> |
|  <p data-bbox="107 1023 477 1094">Initial Child Protection Conference</p> | <ul style="list-style-type: none"> ●15 DAYS after last strategy meeting ●Accessible public building: A&I offices ●Parents/carers (supporter/legal adviser) and all relevant professionals who work with family members and children attend <p>Conference is to decide whether the child(ren) are at continuing risk of significant harm and whether CP Plan needs to be put in place. ●Tasks: prepare a report for the conference on all children in family you work with ●Share report with parents and carers at least two working days before the conference (open/transparent procedure so parents can know and question all information in advance).●Ensure that child's views are given ●Produce single-agency chronology. ●If children not put on list then consideration of services needed, now passes to relevant Child Protection Team.</p> |  | <p>32</p> |



Core Group

•**10 DAYS** later. Date for this meeting and first Review Conference is set at the Initial Conference •This 'core' of essential professionals will work with the family and the young person to try and achieve change and improvement so that the child is not still at continuing risk of harm (these safety issues are dealt with before other 'welfare' matters) • Key worker is the social worker •The group complete the Child Protection Plan and complete work on the core assessment as part of this •The chronologies are merged and continuously updated as working documents •Initially meetings quite frequent but generally held about every 4-6 weeks

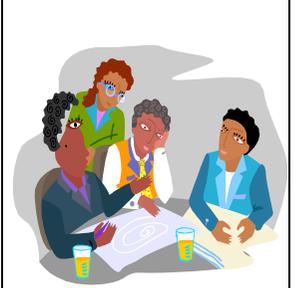


36



Review CP Conference

•**10 WEEKS** (3 months) before first Review conference. • Evaluate effectiveness of Core Group in effecting change and better care of the children • '.to review the safety, health and development of the child against the planned outcomes set out in the child protection plan' •to see whether CP plan should continue to be in place or should be changed •Child's wishes and feelings must be sought and taken into account •if the child is not still at risk of significant harm then they should not require a CP plan
 •**Tasks:** report needed and shared with parents/carers 7 days prior to conference: evaluation what has changed, the impact on child's welfare against objectives set out in the plan



40



Appendix 7

A Guide for Professionals on the Sharing of Information

NOTE

This practical guide is not intended to replace any information sharing protocols which have been agreed between agencies

Information sharing – “consent and the public interest test”

The importance of effective, relevant and proportionate information sharing to safeguard both adults and children is recognised by both the Safeguarding Children and Adult’s Boards in County Durham.

Both Serious case reviews and Domestic Homicide reviews frequently comment on either the absence of, or ineffective, information sharing which impacts on the effective risk assessment of a child or an adult’s safety. Professionals can lack confidence about when they should share information and whether they need consent to do so.

The Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.

The Children Acts of 1989 and 2004 together with Government guidance, Public Inquiry report findings and UK and European case law recognise that protecting people is inter-disciplinary and requires cooperative partnership and multi-agency collaboration, which includes the exchange of information, which should be multi-agency.

This sharing of information can involve the relevant sharing of matters recorded on IT systems, the sharing of reports as well as discussions between professionals. Collectively, this helps professionals to make recommendations and appropriate decisions.

Below are extracts taken from Caldicott principles, current Government guidance, the Durham Working Together protocol and the Durham LSCB 8 Golden rules which you may find helpful in considering your justification for the sharing of information. The complete documents can be sourced easily through google searches or the Local Safeguarding Children Board website.

The position in respect of Caldicott

Dame Fiona Caldicott first investigated issues surrounding confidentiality and the use of patient data in the NHS in 1996-97. This saw the introduction of the “Caldicott principles” and the appointment of Caldicott guardians to take responsibility for the security of confidential information.

Dame Fiona has been asked by the Government to review this as the Government is keen to ensure that there is effective information sharing across services. A review panel was established for this purpose. This review has coincided with the publication of a report in April 2013 “*Information to share or not to share: the information governance review*” which has been accepted at Government level.

This lengthy report addresses several aspects of information sharing, not just about safeguarding adults or children. However, the report does recognise the practical issues faced by professionals, evidenced by the following extracts:

Chapter 3 Direct care of individuals

*When it comes to sharing information, a culture of anxiety permeates the health and social care sector. Managers who are fearful that their organisation may be fined for breaching data protection laws are inclined to set unduly restrictive rules for information governance. Front line professionals who are fearful of breaking these rules do not cooperate with each other as much as they would like by sharing in the interests of patients and service users. There is also a lack of trust between the NHS and local authorities and between public and private providers due to perceived and actual differences in information governance practice. **This state of affairs is profoundly unsatisfactory and needs to change.***

3.6 Sharing personal information effectively is a key requirement of good information governance and cultural change in the health and social care system is key to achieving this. Many projects, pilots and demonstrators have highlighted how sharing information securely can work for the benefit of patients and service users.

The review panel found a strong consensus of support among professionals and the public that the safe and appropriate sharing in the interests of the individual's direct care should be the rule not the exception.

This has coincided with a new Caldicott principle:

That the duty to share personal confidential data can be as important as the duty to respect service user confidentiality.

Health and social care professionals should have the confidence to share information in the best interests of their patients within the framework set out by these principles. They should be supported by the policies of their employers, regulators and professional bodies.

3.9 A culture change is needed to encourage sharing of relevant personal confidential data among the registered and regulated health and social care professionals who have a legitimate relationship with the patient or service user.

Next steps

The Law Commission has announced that it is about to review the law on data sharing between bodies, a report will be published in May 2014. In the interim this most recent review by Dame Caldicott is a valuable contribution to help organisations, and professionals navigate around these often complex issues.

As part of the Health and Social Care Act 2012, there will also be a review of the 2008 Department of Health Code of practice around confidentiality.

HM Government Information Sharing: Guidance for practitioners and managers (2009)

This guidance is still current and applies to both adults and children. The guidance addresses the issue of sharing information without consent when a person's safety is at risk, as well as sharing information for the purposes of the prevention and detection of a crime.

Remember if the service user consents to share then the information should be shared.

The following extracts should assist in decision making:

Paragraph 3.30 *It is good practice to seek consent of an adult where possible. All people aged 16 and over are presumed in law to have the capacity to give or withhold their consent to sharing confidential information unless there is evidence to the contrary.*

Paragraph 3.41 *It is not possible to give guidance to cover every circumstance in which the sharing of confidential information without consent will be justified.*

You must make a judgement on the facts of the individual case. Where there is a clear risk of significant harm to a child or serious harm to an adult, the public interest test will almost certainly be satisfied (except as described in 3.43). There will be other cases where you will be justified in sharing limited confidential information in order to make decisions on sharing further information or taking action – the information shared should be necessary for the purpose and be proportionate.

Paragraph 3.42 *There are some circumstances in which sharing confidential information without consent will normally be justified in the public interest.*

These are:

- *when there is evidence or reasonable cause to believe that a child is suffering, or is at risk of suffering, significant harm; or*
- *when there is evidence or reasonable cause to believe that an adult is suffering, or is at risk of suffering, serious harm; or*
- *to prevent significant harm to a child or serious harm to an adult, including through the prevention, detection and prosecution of serious crime.*

Paragraph 3.43 *An exception to this would be where an adult with capacity to make decisions (see paragraph 3.30) puts themselves at risk but presents no risk of significant harm to children or serious harm to other adults. In this case it may not be justifiable to share information without consent.*

Extract from the County Durham protocol for Working Together in the delivery of services to adults and children (2010) agreed by all agencies and services in Durham

"All organisations and practitioners have a duty of care to service users to share information with others both within and outwith their organisation when to do so would promote the welfare of either the service user and any other individual, be it an adult or child

Service User Confidentiality

In applying these procedures to their day-to-day work, practitioners and their managers whilst being rightly mindful of the need to retain appropriate standards of

*confidentiality must always take into account that the need to protect the safety and welfare of others (including those employed by their own and other agencies) is **always** paramount over any perceived right of confidentiality of the service user.*

Failure to disclose information to other agencies that would serve to protect any other person is not justifiable under any circumstances and liable to result in disciplinary measures

The LSCB Eight golden rules

"Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You should go ahead and share information without consent if, in your judgement, that lack of consent can be overridden in the public interest, or where a child is at risk of significant harm. You will need to base your judgement on the facts of the case.

Note

This golden rule is also recognised in the HM Government guidance above and is also relevant for issues concerning adults.

The practical implications for professionals

In child and adult safeguarding it is essential that all agencies "tasked" with statutory safeguarding responsibilities are able to assess **the family and social circumstances**. Safeguarding involves:

- Assessing family and environmental factors such as family history and functioning (including life style).
- The family's peer groups, friendships and social networks
- Wider family connections and the family's social integration

The assessment of harm for children and adults may include an analysis of a single incident or event or a compilation of incidents, both acute and long standing, which interrupt, change or damage a child's physical and psychological development or pose adult safeguarding concerns.

Experience has shown that:

- A single agency or service is unlikely to develop or access all the relevant information which helps to assess the risk of harm.
- Risk assessment is a continuous, dynamic process. Risk can change quickly, sometimes daily and because of this different agencies or services will have information which, if shared, may escalate or even reduce risk.
- The public and Government expect agencies and services to share information to protect adults and children and trust professionals to do the right thing. This is a judgement call for the professional, commonly referred to as making a proportionate response.

So what should be shared?

Remember agencies across County Durham are committed to delivering Early Help in safeguarding. This relies on effective information sharing at an early stage to prevent matters escalating.

In safeguarding, the ability to share information without consent, or in the public interest, centres on 2 factors:

- Whether there is **evidence or reasonable cause to believe** that someone is suffering, **or is at risk of suffering**, significant harm

And/or

- To prevent significant harm to someone, including through the prevention, detection and prosecution of serious crime

In any given circumstances, both these factors may be present or only one.

Professionals must recognise that the information sharing factors do not rely on a professional having evidence of significant harm. Having **a reasonable cause to believe** that information sharing is necessary to prevent someone from suffering significant harm in the future is equally important. This is what we call “*Early help*”

When a child or adult is exposed to physical or sexual abuse, professionals generally recognise this as significant harm and will share this information.

However there are situations, often relating to the parents of the child or connected with the child’s or adult’s home or family circumstances, where professionals **SHOULD** share information. Often this is linked to problems around alcohol and drug use, domestic abuse or parents who may have mental health problems. For children these are often referred to as “the toxic mix” of risk indicators.

The sharing of information is also necessary where parents are failing to address their responsibilities to cloth, feed and nurture a child.

The sharing of information under both circumstances is proportionate and necessary to help professionals understand how this may impact on children and adults and to assist agencies to coordinate the right support, at the right time.

The sharing of information can be compared to making a jigsaw. You may only have one piece, whilst other agencies may have other pieces. Through information sharing we build the jigsaw, see the picture and then make the right decisions.

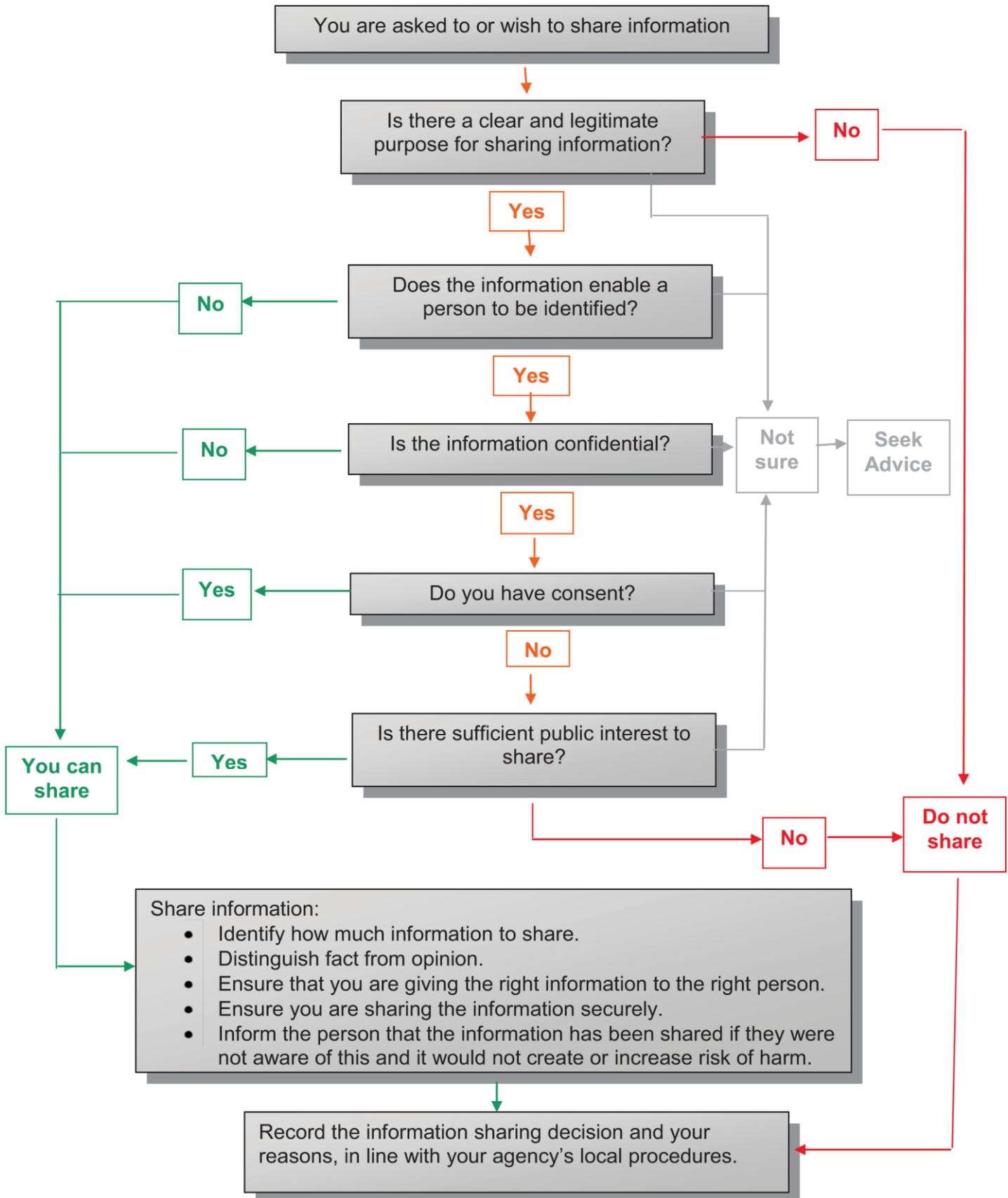
1.6 Eight Golden Rules for Information Sharing

- 1. Remember that the Data Protection Act is not a barrier to sharing information** but provides a framework to ensure that personal information about living persons is shared appropriately.
- 2. If there are concerns that a child may be at risk of significant harm or an adult at risk of serious harm**, then it is your duty to follow the relevant procedures without delay. Seek advice if you are not sure what to do at any stage and ensure that the outcome of the discussion is recorded.
- 3. Be open and honest** with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- 4. Seek advice** if you are in any doubt, without disclosing the identity of the person where possible.
- 5. Share with consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You should go ahead and share information without consent if, in your judgement, that lack of consent can be overridden in the public interest, or where a child is at risk of significant harm. You will need to base your judgement on the facts of the case.
- 6. Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
- 7. Necessary, proportionate, relevant, accurate, timely and secure:** Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.

8. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Figure 2

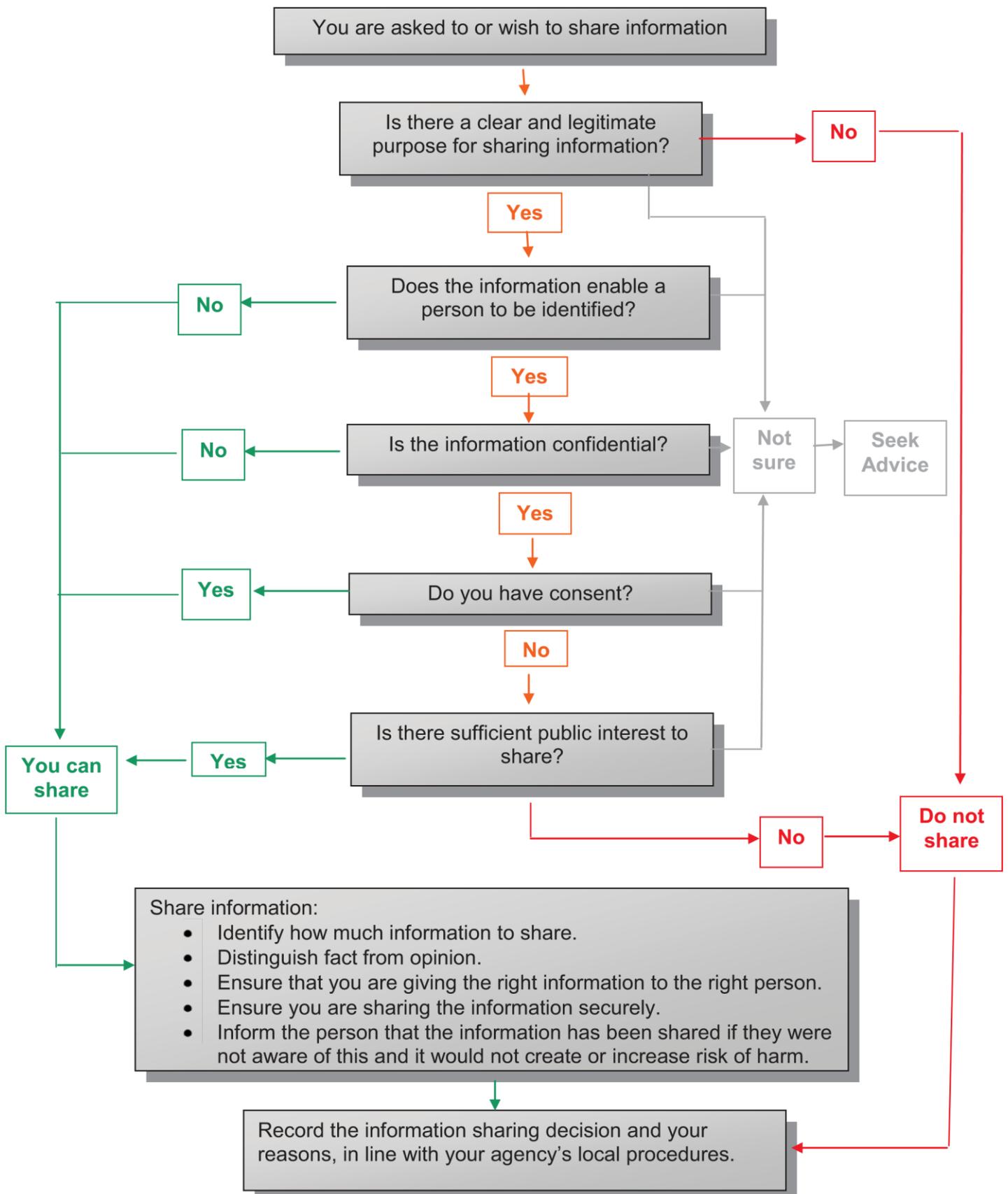
Flowchart of Key questions for Information Sharing



If there are concerns that a child may be at risk of significant harm or an adult may be at risk of serious harm, then follow the relevant procedures without delay. Seek advice if you are not sure what to do at any stage and ensure that the outcome of the discussion is recorded.

Figure 2

Flowchart of Key questions for Information Sharing



If there are concerns that a child may be at risk of significant harm or an adult may be at risk of serious harm, then follow the relevant procedures without delay. Seek advice if you are not sure what to do at any stage and ensure that the outcome of the discussion is recorded.

Information sharing

Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

Appendix 8

1.6 Eight Golden Rules for Information Sharing

- 1. Remember that the Data Protection Act is not a barrier to sharing information** but provides a framework to ensure that personal information about living persons is shared appropriately.
- 2. If there are concerns that a child may be at risk of significant harm or an adult at risk of serious harm**, then it is your duty to follow the relevant procedures without delay. Seek advice if you are not sure what to do at any stage and ensure that the outcome of the discussion is recorded.
- 3. Be open and honest** with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- 4. Seek advice** if you are in any doubt, without disclosing the identity of the person where possible.
- 5. Share with consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You should go ahead and share information without consent if, in your judgement, that lack of consent can be overridden in the public interest, or where a child is at risk of significant harm. You will need to base your judgement on the facts of the case.
- 6. Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.

7. Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.

8. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Behaviours: age 0 to 5 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

● Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

● Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

● Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook Sexual Behaviours Traffic Light Tool adapted with permission from True Relationships & Reproductive Health, (2012). Traffic Lights guide to sexual behaviours in children and young people: identify, understand and respond. Brisbane: True Relationships & Reproductive Health, Australia.

Limited Company registered in England and Wales, number 2466940. Registered Charity in England and Wales, number 703015. Registered Charity in Scotland, number SC045788.

Behaviours: age 5 to 9 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

● Green behaviours

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

● Amber behaviours

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

● Red behaviours

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook Sexual Behaviours Traffic Light Tool adapted with permission from True Relationships & Reproductive Health, (2012). Traffic Lights guide to sexual behaviours in children and young people: identify, understand and respond. Brisbane: True Relationships & Reproductive Health, Australia.

Limited Company registered in England and Wales, number 2466940. Registered Charity in England and Wales, number 703015. Registered Charity in Scotland, number SC045788.

Behaviours: age 9 to 13 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

Green behaviours

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peer

Amber behaviours

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or moaning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

Red behaviours

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook Sexual Behaviours Traffic Light Tool adapted with permission from True Relationships & Reproductive Health, (2012). Traffic Lights guide to sexual behaviours in children and young people: identify, understand and respond. Brisbane: True Relationships & Reproductive Health, Australia.

Limited Company registered in England and Wales, number 2466940. Registered Charity in England and Wales, number 703015. Registered Charity in Scotland, number SC045788.

Behaviours: age 13 to 17 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

Amber behaviours

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult-only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex

What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook Sexual Behaviours Traffic Light Tool adapted with permission from True Relationships & Reproductive Health, (2012). Traffic Lights guide to sexual behaviours in children and young people: identify, understand and respond. Brisbane: True Relationships & Reproductive Health, Australia.

Limited Company registered in England and Wales, number 2466940. Registered Charity in England and Wales, number 103015. Registered Charity in Scotland, number SC045788.

Sexting in schools and colleges:

Responding to incidents and safeguarding young people



This document has been produced in partnership with:



Contents

| | | |
|----------|------------------------------------|----------|
| 1 | Background and content | 4 |
| | Who is this for? | 4 |
| | What does this advice cover? | 4 |
| | What is the status of this advice? | 4 |
| | Defining 'sexting' | 5 |
| | Why has this advice been produced? | 6 |
| | How much is this really happening? | 7 |
| | The law | 7 |
| | Criminalisation of children | 8 |
| | The police response | 8 |
| | Crime recording | 8 |
| | Outcome 21 | 9 |
| | DBS certificates | 9 |

| | | |
|----------|--|-----------|
| 2 | Handling incidents | 10 |
| | Initial response | 10 |
| | Disclosure | 10 |
| | Initial review meeting | 11 |
| | Assessing the risks | 12 |
| | Informing parents (or carers) | 14 |
| | Reporting incidents to the police | 14 |
| | Securing and handing over devices to the police | 15 |
| | Children's social care contact and referrals | 15 |
| | Searching devices, viewing and deleting imagery | 15 |
| | Viewing the imagery | 15 |
| | Deletion of images | 16 |
| | Interviewing and talking to the young person/people involved | 17 |
| | Recording incidents | 18 |
| | Reporting youth produced sexual imagery online | 19 |

| | | |
|----------|--|-----------|
| 3 | Educating young people | 20 |
| | Why teach young people about youth produced imagery? | 20 |
| | How should we teach young people about youth produced sexual imagery? | 20 |
| | When to teach young people about these issues? | 22 |
| | What resources are available? | 23 |
| | Annex A Deciding whether to involve the police and/or children's social care | 25 |
| | Annex B Age considerations | 29 |
| | Annex C Working with parents and carers | 31 |
| | Annex D Reporting youth produced sexual imagery online | 35 |
| | Annex E Youth produced sexual imagery and the Ofsted Common Inspection Framework | 38 |
| | Annex F Staff training exercise | 40 |
| | Annex G Flowchart for responding to incidents | 47 |

1 Background and context

Who is this for?

This advice is for designated safeguarding leads (DSLs), their deputies, headteachers and senior leadership teams in schools and educational establishments¹ in England.

What does this advice cover?

This advice covers:

- Responding to disclosures
- Handling devices and imagery
- Risk assessing situations
- Involving other agencies, including escalation to the police and children's social care
- Recording incidents
- Involving parents
- Preventative education

What is the status of this advice?

This advice has been produced on behalf of the UK Council for Child Internet Safety (UKCCIS) a group of more than 200 organisations from across government, industry, law, academia and charity sectors, working in partnership to help keep children safe online. The production of the advice has been co-ordinated by the UKCCIS Education Group, a partnership of the following organisations:

- Barnardo's
- The National Crime Agency's CEOP Command
- Childnet
- Department for Education
- Kent County Council
- NSPCC
- Parent Zone
- The NEN
- The PSHE Association
- The UK Safer Internet Centre

¹ This advice refers to schools throughout, however, it is relevant for schools and colleges. This includes maintained schools, independent schools (including academies, free schools), alternative provision academies and non-maintained special schools and Pupil Referral Units.

This advice has been produced in consultation with the National Police Chiefs' Council.

A wide range of other schools, local authorities, police forces and organisations have also been consulted including the Disclosure and Barring Service, the Internet Watch Foundation, NUT, NASUWT and NAHT.

Thanks to Charlotte Aynsley for project managing the production and drafting of this document.

This advice replaces *Sexting in Schools: What to do and how to handle it*.

This advice is non-statutory and should be read alongside the Department for Education's (DfE) *Keeping Children Safe in Education*² statutory guidance and non-statutory *Searching, Screening and Confiscation*³ advice for schools.

Defining 'sexting'

This advice replaces *Sexting in Schools: What to do and how to handle it*.

Whilst professionals refer to the issue as 'sexting' there is no clear definition of 'sexting'. Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the internet.'⁴ Yet when young people⁵ are asked 'What does sexting mean to you?' they are more likely to interpret sexting as 'writing and sharing explicit messages with people they know'.⁶ Similarly, many parents think of sexting as flirty or sexual text messages rather than images.⁷

This advice only covers the sharing of sexual imagery by young people. Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks which need careful management.

On this basis this advice introduces the phrase 'youth⁸ produced sexual imagery' and uses this instead of 'sexting.' This is to ensure clarity about the issues this advice addresses.

'Youth produced sexual imagery' best describes the practice because:

- 'Youth produced' includes young people sharing images that they, or another young person, have created of themselves.
- 'Sexual' is clearer than 'indecent.' A judgement of whether something is 'decent' is both a value judgement and dependent on context.
- 'Imagery' covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the document).

² <http://www.gov.uk/government/publications/keeping-children-safe-in-education-2> ³ <https://www.gov.uk/government/publications/searching-screening-and-confiscation> ⁴ Adolescents and self-taken sexual images, Cooper, Quayle, Jonsson, Svedin, 2014 ⁵ For the purposes of this advice 'young person' refers to anyone under the age of 18 ⁶ I wasn't sure it was normal to watch it, NSPCC, Middlesex University, Office of the Children's Commissioner 2016 ⁷ Childline Sexting Survey 2016 ⁸ For the purposes of this advice 'youth' refers to anyone under the age of 18.

The types of incidents which this advice covers are:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

This advice does not cover:

- The sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse and schools should always inform the police.
- Young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain imagery.

Why has this advice been produced?

Sharing photos and videos online is part of daily life for many people, enabling them to share their experiences, connect with friends and record their lives.

Photos and videos can be shared as text messages, email, posted on social media or increasingly via mobile messaging apps, such as Snapchat, WhatsApp or Facebook Messenger.

90% of 16-24 year olds and 69% of 12-15 year olds own a smartphone,⁹ giving them the ability to quickly and easily create and share photos and videos.

This increase in the speed and ease of sharing imagery has brought concerns about young people producing and sharing sexual imagery of themselves. This can expose them to risks, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing sexual images of under 18s is also illegal.

Although the production of such imagery will likely take place outside of school and college, these issues often manifest in schools, colleges and organisations working with children and young people. Schools, colleges and other organisations need to be able to respond swiftly and confidently to ensure that children are safeguarded, supported and educated.

This advice aims to support schools in developing procedures to respond to incidents involving youth produced sexual imagery. It also signposts sources of resources and support.

These procedures should be part of a school's safeguarding arrangements and all incidents of youth produced sexual imagery should be dealt with as safeguarding concerns.

The response to these incidents should be guided by the principle of proportionality and the primary concern at all times should be the welfare and protection of the young people involved.

⁹ <http://media.education.gov.uk/news/2015/inn-uk-2015/>, http://stakeholders.education.gov.uk/business/research/media/#escychildren-parents-nov-15charts-section_3.pdf



How much is this really happening?

'Parents expect you to be involved in sexting even when you are not.' Simone, 14

Most young people aren't sharing sexual imagery of themselves.¹⁰

A 2016 NSPCC/Office of the Children's Commissioner England study found that just over one in ten boys and girls (13%) had taken topless pictures of themselves (around one in four of those were girls) and 3% had taken fully naked pictures. Of those who had taken sexual images, 55% had shared them with others. 31% of this group had also shared the image with someone that they did not know.



Although most young people aren't creating or sharing this type of imagery, the potential risks are significant and there is considerable concern about the issue in schools and amongst parents. Research conducted by 'The Key' found that 61% of its secondary school head teacher members reported 'sexting' as a concern. This placed it higher than drugs, obesity and offline bullying in terms of frequency of reporting as a concern.¹¹

Research from the PSHE Association similarly found that 78% of parents were either fairly or very concerned about youth produced sexual imagery, compared to 69% who were concerned about alcohol misuse and 67% who were concerned about smoking.¹²

The law

Much of the complexity in responding to youth produced sexual imagery is due to its legal status. Making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal. This includes imagery of yourself if you are under 18.

The relevant legislation is contained in the Protection of Children Act 1978 (England and Wales) as amended in the Sexual Offences Act 2003 (England and Wales).

Specifically:

- It is an offence to possess, distribute, show and make indecent images of children.
- The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18.

'Indecent' is not defined in legislation. When cases are prosecuted, the question of whether any photograph of a child is indecent is for a jury, magistrate or District Judge to decide based on what is the recognised standard of propriety.¹³ For most purposes, if imagery contains a naked young person, a topless girl, and/or displays genitals or sex acts, including masturbation, then it will be considered indecent. Indecent images may also include overtly sexual images of young people in their underwear.

10 I wasn't sure it was normal to watch it, NSPCC, Middlesex University, Office of the Children's Commissioner 2016 11 <https://www.thekeyzsupport.com/media/1149-public-05/32/0632cb2c-85c1-46d4-80fd-46f06d3c72b1/summer-report-2015-school-leaders-concerns-about-pupil-wellbeing.pdf> 12 <https://www.pshe-association.org.uk/news/parents-call-education-address-sexting-children> 13 <http://www.wps.gov.uk/legislation/kinds-of-images-of-children/index.html>

Criminalisation of children

The law criminalising indecent images of children was created long before mass adoption of the internet, mobiles and digital photography. It was also created to protect children and young people from adults seeking to sexually abuse them or gain pleasure from their sexual abuse. It was not intended to criminalise children.

Despite this, young people who share sexual imagery of themselves, or peers, are breaking the law.

We should not, however, unnecessarily criminalise children. Children with a criminal record face stigma and discrimination in accessing education, training, employment, travel and housing and these obstacles can follow a child into adulthood.¹⁴

Whilst young people creating and sharing sexual imagery can be very risky, it is often the result of young people's natural curiosity about sex and their exploration of relationships. Often, young people need education, support or safeguarding, not criminalisation.

The police response

The National Police Chiefs Council (NPCC) has made clear that incidents involving youth produced sexual imagery should primarily be treated as safeguarding issues.

Schools may respond to incidents without involving the police. Advice on the circumstances in which this would be appropriate can be found in Section 2.

The police may, however, need to be involved in cases to ensure thorough investigation including collection of all evidence (for example, through multi-agency checks), and there are incidents, highlighted in this advice, which should always be referred to the police (see Section 2).

Even when the police are involved, however, a criminal justice response and formal sanction against a young person would only be considered proportionate in certain circumstances.

The National Police Chiefs Council has worked with the college of policing to produce new operational advice for law enforcement relating to the investigation of youth produced sexual imagery offences. This will help enable local police services to develop a coordinated, effective, proportionate response in this area with safeguarding at its heart. This is available via the [College of Policing website](#).¹⁵

Crime recording

Where the police are notified of incidents of youth produced sexual imagery they are obliged, under the Home Office Counting Rules and National Crime Recording Standards, to record the incident on their crime systems. The incident will be listed as a 'crime' and the young person involved will be listed as a 'suspect.'

This is not the same as having a criminal record.

¹⁴ Growing Up, Moving On – The International Treatment of Childhood Criminal records, Standing Committee on Youth Justice, 2016. ¹⁵ Briefing note: Police action in response to youth produced sexual imagery (Sexing'), College of Policing, 2016. Available at: [http://www.college.police.uk/sites/College%20news/Documents/Police%20action%20in%20response%20to%20sexing%20-%20briefing%20\(JOJ\).pdf](http://www.college.police.uk/sites/College%20news/Documents/Police%20action%20in%20response%20to%20sexing%20-%20briefing%20(JOJ).pdf)

However, there have been concerns that young people could be negatively affected should that crime be disclosed, for example, on an enhanced Disclosure and Barring Service (DBS) check.

To mitigate this risk, the NPCC have worked with the Home Office and the Disclosure and Barring Service and provided policing with a new way of recording the outcome of an investigation into youth produced sexual imagery. This is called Outcome 21.

Outcome 21

Every 'crime' recorded on police systems has to be assigned an outcome from a predefined list of outcome codes. As of January 2016 the Home Office launched a new outcome code (Outcome 21) to help formalise the discretion available to the police when handling crimes such as youth produced sexual imagery.

Further investigation, resulting from the crime report, which could provide evidence sufficient to support formal action being taken against the suspect is not in the public interest. This is a police decision.

Outcome 21 states:

This means that even though a young person has broken the law and the police could provide evidence that they have done so, the police can record that they chose not to take further action as it was not in the public interest.

DBS certificates

It is not possible to categorically say that an incident of youth produced sexual imagery recorded on police systems with Outcome 21 would never be disclosed on a DBS certificate.

However, a decision to disclose information on a DBS certificate is made on the basis of whether that information is relevant to the risk an individual might pose to children, young people or vulnerable adults.

Information falling short of conviction or caution can only be included on a DBS certificate when an individual has applied for an Enhanced Criminal Records Check. In such cases it would be for a chief officer to consider what information (in addition to convictions and cautions held on the Police National Computer) should be provided for inclusion on a DBS certificate.

If as a result of a police investigation Outcome 21 was considered appropriate then this would indicate that a criminal justice sanction had not been considered proportionate. If this was an isolated incident, it is then unlikely that there would be many instances in which the disclosure test which the chief officer must apply would be passed.¹⁶

Consequently, schools and colleges can be confident that the police have discretion to respond appropriately in cases of youth produced sexual imagery and to record incidents in a way which should not have a long term negative impact on young people.

¹⁶ That decision must be made on the basis that the chief officer reasonably believes the information to be relevant to the purpose of the disclosure (for example, someone taking up a position working with children) and considers that it ought to be included.

2

Handling incidents

Initial response

Keeping Children Safe in Education statutory guidance sets out that all schools should have an effective child protection policy. Youth produced sexual imagery and a school's approach to it should be reflected in the policy.

All incidents involving youth produced sexual imagery should be responded to in line with the school's safeguarding and child protection policy.

When an incident involving youth produced sexual imagery comes to a school or college's attention:

- The incident should be referred to the DSL as soon as possible
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

Disclosure

Disclosures about youth produced sexual imagery can happen in a variety of ways. The young person affected may inform a class teacher, the DSL in school, or any member of the school or college staff. They may report through an existing reporting structure, or a friend or parent may inform someone in school or college, or inform the police directly.

All members of staff (including non teaching) should be made aware of how to recognise and refer any disclosures of incidents involving youth produced sexual imagery. This should be covered within staff training and within the school or college's child protection policy. Annex F contains a training exercise which may be used to highlight the issues for staff.

Any direct disclosure by a young person should be taken very seriously. A young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

Initial review meeting

The initial review meeting should consider the initial evidence and aim to establish:

- Whether there is an immediate risk to a young person or young people
- If a referral should be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person – in most cases, imagery should not be viewed
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms. This may be unknown.
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the young people involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved - in most cases parents should be involved

An immediate referral to police and/or children's social care¹⁷ should be made if at this initial stage:

1. The incident involves an adult
2. There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
3. What you know about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
4. The imagery involves sexual acts and any pupil in the imagery is under 13¹⁸
5. You have reason to believe a pupil or pupil is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming

If none of the above apply then a school may decide to respond to the incident without involving the police or children's social care (a school can choose to escalate the incident at any time if further information/concerns come to light).

The decision to respond to the incident without involving the police or children's social care would be made in cases when the DSL is confident that they have enough information to assess the risks to pupils involved and the risks can be managed within the school's pastoral support and disciplinary framework and if appropriate local network of support.

¹⁷ If the school's local area has a Multi-Agency Safeguarding Hub then this may be the most appropriate first point of contact. ¹⁸ See Annex B for more information about age considerations.

The decision should be made by the DSL with input from the Headteacher and input from other members of staff if appropriate. The decision should be recorded in line with school policy.

The decision should be in line with the school's child protection procedures and should be based on consideration of the best interests of the young people involved. This should take into account proportionality as well as the welfare and protection of the young people. The decision should be reviewed throughout the process of responding to the incident.

If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the school to manage the incident directly. In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, should generally be referred to police and/or children's social care.

If you have any doubts about whether to involve other agencies, you should make a referral to the police.

Assessing the risks

The circumstances of incidents can vary widely. If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL should conduct a further review (including an interview with the young people involved) to establish the facts and assess the risks.

When assessing the risks the following should be considered:

- Why was the imagery shared? Was the young person coerced or put under pressure to produce the imagery?
- Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the pupil in the imagery?
- Are there any adults involved in the sharing of imagery?
- What is the impact on the pupils involved?
- Do the pupils involved have additional vulnerabilities?
- Does the young person understand consent?
- Has the young person taken part in this kind of activity before?

DSLs should always use their professional judgement in conjunction with their colleagues to assess incidents. Annex A provides a list of questions to complement and support their professional judgment.

Case study A: Children and young people aged 13-18

Concern:

- Two children, both aged 15, were in a relationship for the past month. The boy asked the girl for "sexy" pictures and she sent him a single topless photo. Afterwards the girl was worried that he might share the photo so she shared her concerns with her friends. Her friends then told their form tutor who spoke with the school DSL.

School response:

- The DSL spoke with the girl and then the boy. Both pupils confirmed there had not been any sexual activity between them. There were not any wider safeguarding concerns about either pupil. There was no evidence that the image had been shared by the boy and he offered to delete the image from his device.
- Both pupils were spoken with by the DSL who advised them on the potential impact of taking and sharing youth produced sexual imagery both criminally and emotionally. The DSL worked with both pupils to help them come up with an agreed plan to inform their parents. The school DSL documented the incident and as well as the actions taken in the children's safeguarding records.

Case study B: Children aged under 13

Concern:

- A class teacher found a naked photo of a child (boy, aged 11) on a school tablet. The child said that he had been using the tablet with two other children during lunchtime and they dared him to take a picture of his bottom.

School response:

- The school had no other safeguarding concerns about the children or their families. The school DSL spoke with the local authority education safeguarding team and subsequently accessed the local safeguarding board's guidance regarding underage sexual activity. This tool indicated that the behaviour was likely to be inappropriate but did not meet the threshold for a referral to children's social care.
- The school DSL spoke with the children involved and their parents and advised them on the situation and possible consequences including possible police and social care involvement. The children were sanctioned in school for their behaviour and the parents were fully supportive of the school's approach.
- All members of staff were provided with updated online safety training and a reminder of the school online safety and acceptable use policy to ensure that children were not left unsupervised with school tablets. The school documented the incident and the actions taken in the children's safeguarding records.

Informing parents (or carers)

Parents (or carers) should be informed and involved in the process at an early stage unless informing the parent will put the young person at risk of harm. Any decision not to inform the parents would generally be made in conjunction with other services such as children's social care and/or the police, who would take the lead in deciding when the parents should be informed.

DSLs may work with the young people involved to decide on the best approach for informing parents. In some cases DSLs may work to support the young people to inform their parents themselves.

Annex C contains further advice and information about involving parents and carers.

Reporting incidents to the police

If it is necessary to refer to the police, contact should be made through existing arrangements. This may be through a safer schools officer, a PCSO (Police Community Security Officer), local neighbourhood police or by dialling 101.

Once a report is made to the police, the report has to be recorded and the police will conduct an investigation. This may include seizure of devices and interviews with the young people involved.

Things to be aware of when making reports to the police:

- Be aware that the police are not able to offer general advice on incidents. If the children involved are named or specifics are provided they are duty-bound to record and investigate all criminal activity reported.
- When making a report through the 101 service, be aware that the person answering the call is a call handler who deals with a wide variety of crimes and may not have specialist knowledge in this area. Ensure any crime reference numbers provided are recorded.
- Safer Schools Officers (where available) are able to offer direct support to schools on prevention and advice on management of incidents.



Securing and handing over devices to the police

If any devices need to be seized and passed onto the police then the device(s) should be confiscated¹⁸ and the police should be called. The device should be turned off and placed under lock and key until the police are able to come and retrieve it.



Children's social care contact and referrals

If the DSL is aware that children's social care are currently involved with a young person involved in an incident of youth produced sexual imagery then they should contact children's social care. They should also contact children's social care if they believe they may be involved, or have been involved with a young person in the past.

If as a result of the investigation the DSL believes there are wider issues which meet the threshold for children's social care involvement then they should make a referral in line with their child protection procedures.

DSLs should ensure that they are aware of, and familiar with, any relevant local policies, procedures and contact points/names which are available to support schools in responding to youth produced sexual imagery.

If a local area has a Multi-Agency Safeguarding Hub (MASH) then this may be the most appropriate place for schools to initially make a referral.

Searching devices, viewing and deleting imagery

Viewing the imagery

Adults should **not** view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible responses to incidents should be based on what DSLs have been told about the content of the imagery.

The decision to view imagery should be based on the professional judgement of the DSL and should always comply with the child protection policy and procedures of the school or college. Imagery should never be viewed if the act of viewing will cause significant distress or harm to the pupil.

If a decision is made to view imagery the DSL would need to be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved)
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- is unavoidable because a pupil has presented an image directly to a staff member or the imagery has been found on a school device or network

¹⁸ In line with Searching, Screening and Confiscation advice: <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

If it is necessary to view the imagery then the DSL should:

- Never copy, print or share the imagery; this is illegal.
- Discuss the decision with the Headteacher.
- Ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the Headteacher.
- Ensure viewing takes place with another member of staff present in the room, ideally the Headteacher or a member of the senior leadership team. This staff member does not need to view the images.
- Wherever possible ensure viewing takes place on school or college premises, ideally in the Headteacher or a member of the senior leadership team's office.
- Ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery.
- Record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions. Ensure this is signed and dated and meets the wider standards set out by Ofsted for recording safeguarding incidents.

Further details on searching, deleting and confiscating devices can be found in the DfE Searching, Screening and Confiscation advice (note this advice is for schools only).²⁰

If youth produced sexual imagery has been unavoidably viewed by a member of staff either following a disclosure from a young person or as a result of a member of staff undertaking their daily role (such as IT staff monitoring school systems) then DSLs should ensure that the staff member is provided with appropriate support. Viewing youth produced sexual imagery can be distressing for both young people and adults and appropriate emotional support may be required.

Deletion of images

If the school has decided that other agencies do not need to be involved, then consideration should be given to deleting imagery from devices and online services to limit any further sharing of the imagery.

The Searching, Screening and Confiscation advice highlights that schools have the power to search pupils for devices, search data on devices and delete youth produced sexual imagery.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized, a teacher who has been formally authorised by the headteacher can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If during a search a teacher finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

²⁰ <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

However, just as in most circumstances it is not recommended that school staff view imagery, it is recommended that schools should not search through devices and delete imagery unless there is good and clear reason to do so.

It is recommended that in most cases young people are asked to delete imagery and to confirm that they have deleted the imagery. Young people should be given a deadline for deletion across all devices, online storage or social media sites.²¹

Young people should be reminded that possession of youth produced sexual imagery is illegal. They should be informed that if they refuse or it is later discovered they did not delete the image they are committing a criminal offence and the police may become involved. All of these decisions need to be recorded, including times, dates and reasons for decisions made and logged in the safeguarding records. Parents and carers should also be informed unless this presents a further risk to the young person.

At this point schools and colleges may want to invoke their own disciplinary measures to discourage young people from sharing, creating or receiving images but this is at the discretion of the school or college and should be in line with its own behaviour policies.

Interviewing and talking to the young person/people involved

Once a school has assessed a young person as not at immediate risk, it may be necessary to have a conversation with them and decide the best course of action. If possible, the DSL should carry out this conversation. However, if the young person feels more comfortable talking to a different teacher, this should be facilitated where possible.

When discussing the sharing of youth produced sexual imagery, it is important that the DSL:

- Recognises the pressures that young people can be under to take part in sharing such imagery and, if relevant, supports the young person's parents to understand the wider issues and motivations around this.
- Remains solution-focused and avoids questions such as 'why have you done this?' as this may prevent the young person from talking about what has happened.
- Reassures the young person that they are not alone and the school or college will do everything that they can to help and support them.
- Helps the young person to understand what has happened by discussing the wider pressures that they may face and the motivations of the person that sent on the imagery.
- Discusses issues of consent and trust within healthy relationships. Explain that it is not ok for someone to make them feel uncomfortable, to pressure them into doing things that they don't want to do, or to show them things that they are unhappy about. Let them know that they can speak to the DSL if this ever happens.

²¹ Young people may need support to report images to social media services. For advice and information on reporting imagery online see Annex D.

The purpose of the conversation is to:

- Identify, **without looking**, what the image contains and whether anyone else has been involved.
- Find out who has seen or shared the image and how further distribution can be prevented.

Recording incidents

All incidents relating to youth produced sexual imagery need to be recorded in school or college. This includes incidents that have been referred to external agencies and those that have not.

Ofsted highlight that when inspecting schools in relation to safeguarding they look for the following:

- Are records up to date and complete?
- Do records demonstrate both effective identification and management of the risk of harm?
- Do records demonstrate sound decision-making, appropriate responses to concerns and evidence of relevant referrals made in a timely manner?
- Do they indicate that appropriate action is taken in response to concerns and allegations in a timely manner?
- Do they show evidence of tenacity in following up concerns with relevant agencies?
- Do they provide evidence of effective partnership working and sharing of information?
- Is there evidence of attendance at or contribution to inter-agency meetings and conferences?
- Is there clarity about the school's policy relating to the sharing of information internally, safe keeping of records, and transfer when a pupil leaves the school?

In cases that relate to youth produced sexual imagery it is important that schools reflect all of the areas above when they are recording incidents.

In addition, where schools do not refer incidents out to police or children's social care they should record their reason for doing so and ensure that this is signed off by the Headteacher.

Annex E contains further information about Ofsted's expectations in relation to youth produced sexual imagery.

Reporting youth produced sexual imagery online

Young people may need help and support with the removal of content (imagery and videos) from devices and social media, especially if they are distressed. Most online service providers offer a reporting function for account holders and some offer a public reporting function to enable a third party to make a report on behalf of the young person.

Annex D outlines how to report to some of the major providers and what to do when a site does not have a reporting function.



3 Educating young people

Why teach young people about youth produced sexual imagery?

Teaching about safeguarding issues in the classroom can prevent harm by providing young people with skills, attributes and knowledge to help them navigate risks. Addressing sensitive issues promotes a whole school approach to safeguarding, giving young people the space to explore key issues and the confidence to seek the support of adults should they encounter problems.

Keeping Children Safe in Education statutory guidance states that schools 'should ensure children are taught about safeguarding, including online, through teaching and learning opportunities'.

In line with this, schools should provide young people with opportunities to learn about the issue of youth produced sexual imagery.

How should we teach young people about youth produced sexual imagery?

Learning about youth produced sexual imagery cannot be taught in isolation. Learning should be located within a developmental PSHE education programme, as well as in the school's computing programme where it should reflect the requirements of the National Curriculum programme of study for computing. Teaching should also reflect the principles articulated in 'Key principles of effective prevention education' - produced by the PSHE Association on behalf of NCA-CEOP.²²

Given the potential sensitivity of these lessons it is essential that this issue is taught within an emotionally safe classroom climate where clear ground rules have been negotiated and established and where boundaries around teacher confidentiality have been clarified. If during any lesson teachers suspect any child or young person is vulnerable or at risk the school's safeguarding protocols should always be followed.

²² Downloadable from - <https://www.pshe-association.org.uk/curriculum-and-resources/resources/key-principles-effective-prevention-education>

Schools should consider:

- What specific learning is provided in the curriculum about youth produced sexual imagery? This focuses on factual information and will include:
 - o what it is
 - o how it is most likely to be encountered
 - o the consequences of requesting, forwarding or providing such images, including when it is and is not abusive
 - o issues of legality
 - o the risk of damage to peoples' feelings and reputation
- What specific learning is provided to ensure children and young people have the strategies and skills required to manage:
 - o specific requests or pressure to provide (or forward) such images
 - o the receipt of such images

This will include who to tell; what to say; what to do; what not to do and where to get support from within and outside of the school.

It is important to recognise how difficult it may be for children and young people to challenge or deny their peers' requests for images, especially those to whom they are attracted or whose approval they seek. It may also be extremely difficult for them to ask adults for help. Young people may have made a decision they now regret and may find it difficult or embarrassing to ask for help. It is essential that lessons help children and young people develop the confidence they may need to put their skills and strategies into action.

It is therefore important that children and young people understand their school's policy towards youth produced sexual imagery. The content of this policy and the protocols the school will follow in the event of an incident can be explored as part of this learning. This reinforces the inappropriate nature of abusive behaviours and can reassure children and young people that their school will support them if they experience difficulties or have concerns.

- What underpinning protective learning is being provided by the school's planned PSHE education programme and wider curriculum? This will include work on:
 - o communication
 - o understanding healthy relationships including trust
 - o understanding and respecting the concept of genuine consent
 - o understanding our rights (especially our collective right to be safe and to feel safe)
 - o recognising abusive and coercive language and behaviours
 - o accepting our responsibilities (especially our responsibility to respect others trust and protect their right to be physically, emotionally and reputationally safe)

Without this underpinning learning, specific learning about youth produced sexual imagery may have limited impact.

When to teach young people about these issues?

It is essential that learning is both age and readiness appropriate and is seen by children and young people as balanced and relevant to their real life experience. Working with children and young people in the planning of these lessons can help schools ensure that lessons are both appropriate and relevant.



What resources are available?

| Teachers may find the following free resources and guidance helpful in their planning Age ranges are only suggestions. Teachers should use their professional judgement in ensuring that any resource is matches the needs and readiness of their pupils. | | | | |
|---|------------------------|--|--|---|
| Resource | Organisation | Details | Age range | Where to find it |
| Crossing the Line | Childnet International | A practical PSHE Toolkit for educators containing films, lesson plans and activities. The film about 'sexting' and peer pressure, 'Just send it', is rated 12 by the BBFC. | 11-14* *Some activities for KS2 | www.childnet.com/pshetoolkit |
| Picture This | Childnet International | A teaching pack comprised of a 25-minute play script and lesson plans. | 14-18 | http://www.childnet.com/resources/picture-this |
| I saw Alex's willy | NSPCC | Film and lesson plans aimed at younger children, Key Stages 1-2, which cover the importance of not sharing naked images. | 5-11 | https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/teaching-resources |
| ChildLine website | ChildLine | The ChildLine website has useful information about 'sexting', which can be used as part of lessons. | Target 11-14, but up to 18 | https://childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/ |
| ChildLine Zip-It app | ChildLine | Zipit provides young people with witty comebacks which they can use to help diffuse situations where they are asked to send sexual pictures. | 13+ | |
| Exposed | NCA-CEOP | A film and accompanying lesson plan exploring the consequences of sharing sexual imagery | 14+ | www.thinkuknow.co.uk/teachers |
| Thinkuknow Toolkit | NCA-CEOP | A set of 15 lesson plans including an activity exploring the influence of the media in 'sexting' | 11+ | www.thinkuknow.co.uk/teachers |

| | | | | |
|--|---|---|-----------------------|---|
| Thinkuknow Website | NCA-CEOP | Wide range of resources providing advice and guidance for young people, parents and professionals on topics including image sharing online. | 13-18 | www.thinkuknow.co.uk |
| First to a Million | NCA-CEOP | An interactive film and lesson plans exploring the opportunities and risks of sharing videos online. | 13-18 | www.thinkuknow.co.uk/teachers |
| Guidance on teaching about consent in PSHE education | PSHE Association | General advice for schools on teaching about consent accompanied by eight lesson plans. | Key Stages 3 and 4 | https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-consent-pshe-education-key |
| FAQs on pornography and sharing of sexual images | PSHE Association | Guidance on existing legislation, school policies, and teaching approaches to address pornography and the sharing of sexual images. | Guidance for teachers | https://www.pshe-association.org.uk/curriculum-and-resources/resources/frequently-asked-questions-pornography-and-sharing |
| Disrespect NoBody Discussion guide | Home Office – PSHE Association | A teaching resource which supports the Government's Disrespect NoBody campaign aimed at preventing abuse in teenage relationships. | 13+ | https://www.pshe-association.org.uk/curriculum-and-resources/resources/disrespect-nobody-discussion-guide |
| Tagged | Office of the Children's eSafety Commissioner (Australia) | Australian film resource with lesson plans and video interviews with key characters. | 14+ | http://www.cybersmart.gov.au/tagged |
| Lockers | Webwise – the Irish Safer Internet Centre | An animation and six lesson plans including lessons on peer pressure, victim blaming and the influence of the media. | 13+ | http://www.webwise.ie/lockers/ |

Annex A

When deciding whether to involve the police and/or children's social care, consideration should be given to the following questions. Answering these questions will support the DSL in considering whether a young person is at risk of harm, in which case a referral will be appropriate, whether additional information or support is needed from other agencies or whether the school can manage the incident and support the young people directly.

Do you have any concerns about the young person's vulnerability?

Why this question?

Consideration should be given to whether a young person's circumstances or background makes them additionally vulnerable. This could include being in care, having special educational needs or disability or having been a victim of abuse.

Where there are wider concerns about the care and welfare of a young person then consideration should be given to referring to children's social care.

Why was the imagery shared? Was it consensual or was the young person put under pressure or coerced?

Why this question?

Young people's motivations for sharing sexual imagery include flirting, developing trust in a romantic relationship, seeking attention or as a joke.

Though there are clearly risks when young people share imagery consensually, young people who have been pressured to share imagery are more likely to report negative consequences.

A referral should be made to the police if a young person has been pressured or coerced into sharing an image, or imagery is being shared without consent and with malicious intent.

Consideration should also be given to a young person's level of maturity and the impact of any special educational needs on their understanding of the situation.

You should take disciplinary action against pupils who pressure or coerce others into sharing sexual imagery. If this is part of pattern of behaviour then you should consider making a referral to a Harmful Sexual Behaviour service, such as the National Clinical Assessment and Treatment Service (an NSPCC service).

Has the imagery been shared beyond its intended recipient? Was it shared without the consent of the young person who produced the imagery?

Why this question?

The imagery may have been shared initially with consent but then passed on to others. A pupil may have shared the image further with malicious intent, or they may not have had a full understanding of the potential consequences.

Consideration should also be given to a young person's level of maturity and the impact of any special educational needs on their understanding of the situation.

The police should be informed if there was a deliberate intent to cause harm by sharing the imagery or if the imagery has been used to bully or blackmail a pupil.

Has the imagery been shared on social media or anywhere else online? If so, what steps have been taken to contain the spread of the imagery?

Why this question?

If the image has been shared widely on social media, this could cause significant embarrassment for the pupil and have a long term impact on their online reputation. It could also increase the risk of them being bullied or contacted by strangers online.

You should support a young person to report the imagery to any sites it is hosted on. You can find information on reporting in Annex D.

If the young person has tried to report the imagery and it has not been removed the young person should contact ChildLine who work in partnership with the Internet Watch Foundation (IWF) to have youth produced imagery removed from the internet. You could also contact the Professionals Online Safety Helpline for advice and support.

If the young person is being contacted by people they don't know who have viewed the image then you should report to NCA-CEOP.

How old is the young person or young people involved?

Why this question?

Children under the age of 13 are unable to consent to sexual activity. Any imagery containing sexual activity by under 13s should be referred to the police.

Being older can give someone power in a relationship so if there is a significant age difference it may indicate the young person felt under pressure to take the image/video or share it.

Consideration should also be given to a young person's level of maturity and the impact of any special educational needs on their understanding of the situation.

If you believe the imagery contains acts which you would not expect a young person of that age to engage in then you should refer to the police. The Brook Traffic Light tool provides guidance on harmful sexual behaviour at different ages.²²

Did the young person send the image to more than one person?

Why this question?

If a pupil is sharing sexual imagery with multiple people this may indicate that there are other issues which they need support with. Consideration should be given to their motivations for sharing.

If you believe there are wider safeguarding concerns then you should make a referral to children's social care.

²² <https://www.brook.org.uk/our-work/categories/sexual-behaviour-traffic-light-tool/>

Does the young person understand the possible implications of sharing the image?

Why this question?

Young people may produce or share imagery without fully understanding the consequences of what they are doing. They may not, for example, understand how it may put them at risk or cause harm to another young person. They may also not understand consent.

Exploring their understanding may help you plan an appropriate response helping you assess, for example, whether they passed on an image with deliberate intent to harm.

Are there additional concerns if the parents or carers are informed?

Why this question?

Parents should be informed of incidents of this nature unless there is good reason to believe that informing them will put the young person at risk. This may be due to concerns about parental abuse or cultural or religious factors which would affect how they or their community would respond.

If a young person highlights concerns about involvement of their parents then the DSL should use their professional judgement about whether it is appropriate to involve them and at what stage. If a school chooses not to involve a parent they must clearly record the reasons for not doing so.

Where possible young people should be supported to speak with their parents themselves about the concerns.

Annex B

Age considerations

When considering appropriate action regarding youth produced sexual imagery, Designated Safeguarding Leads (DSLs) will need to take the age of the children and young people involved and the context into account, as this will influence decision making and may determine the most appropriate action required.

Younger children

Children under 13 are given extra protection from sexual abuse under the Sexual Offences Act 2003. This law makes it clear that sexual activity with a child under 13 is never acceptable, and that children of this age can never legally give consent to engage in sexual activity. This applies to children who have not yet reached their 13th birthday i.e. children who are aged 12 and under.

Any situations involving children under 13 and youth produced sexual imagery must be taken seriously as potentially being indicative of a wider safeguarding or child protection concern or as being problematic sexual behaviour.

The understanding of children and young people around the potential implications of taking and/or sharing youth produced sexual imagery is likely to be influenced by the age and ability of the children involved. In some cases children under 13 (and indeed older) may create youth produced sexual imagery as a result of age appropriate curiosity or risk-taking behaviour or simply due to naivety rather than any sexual intent. This is likely to be the behaviour more commonly identified within primary schools. Some common examples could include sending pictures of their genitals to their friends as a dare or taking a photo of another child whilst getting changed for PE. Within this context it is unlikely that police or social care involvement is required or proportionate but DSLs will need to use their professional judgement to consider the specific context and the children involved.



Sexual behaviour

DSLs will need to be mindful that behaviour which may not initially appear to be sexually motivated may have occurred as a result of risky or harmful behaviour or indeed sexual abuse being 'normalised' for children.

Difficulties in defining harmful sexual behaviours displayed by children and young people are made worse by a general lack of knowledge of childhood sexuality and what constitutes normal sexual development. The Hackett (2012) continuum of children and young people's sexual behaviours (fig. 1) shows how behaviours exist on a continuum from normal to highly abnormal.

A continuum of behaviours

It is vital for professionals to distinguish normal from abnormal sexual behaviours. Chaffin et al (2002, p208) suggest a child's sexual behaviour would be considered abnormal if it:

- occurs at a frequency greater than would be developmentally expected
- interferes with the child's development
- occurs with coercion, intimidation or force
- is associated with emotional distress
- occurs between children of divergent ages or developmental abilities
- repeatedly recurs in secrecy after intervention by caregivers

Hackett (2010) has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant:

| Normal | Inappropriate | Problematic | Abusive | Violent |
|---|--|--|---|--|
| <ul style="list-style-type: none"> • Developmentally expected • Socially acceptable • Consensual, mutual, reciprocal • Shared decision making | <ul style="list-style-type: none"> • Single instances of inappropriate sexual behaviour • Socially acceptable behaviour within peer group • Context for behaviour may be inappropriate • Generally consensual and reciprocal | <ul style="list-style-type: none"> • Problematic and concerning behaviours • Developmentally unusual and socially unexpected • No overt elements of victimisation • Consent issues may be unclear • May lack reciprocity or equal power • May include levels of complicity | <ul style="list-style-type: none"> • Victimising intent or outcome • Included misuse of power • Coercion and force to ensure victim compliant • Intrusive • Intimated consent lacking, or not able to be freely given by victim • May include elements of expressive violence | <ul style="list-style-type: none"> • Physically violent • Highly intrusive • Instrumental violence which is physiologically and/or sexually arousing to the perpetrator • Sadism |

fig 1: Hackett continuum of behaviours²⁴

DSLs must ensure that they are familiar with and follow the relevant local policies and procedures (including contact with local authorities or Local Safeguarding Children Boards) available for recognising and responding to harmful behaviours and/or underage sexual activity when dealing with children under 13 who may have been involved in creating or sharing youth produced sexual imagery. This is essential to ensure that children involved or identified are safeguarded and are not unnecessarily criminalised or labelled.

Additional tools to support DSLs include:

- Lucy Faithful/Parent's Protect leaflets for parents:
 - o www.parentsprotect.co.uk/files/traffic_light_helping_you_understand_the_sexual_development_of_children_under_5.pdf
 - o www.parentsprotect.co.uk/files/traffic_light_helping_you_understand_the_sexual_development_of_children_6-11.pdf
- Brook Traffic Light Tool:
 - o <http://www.brook.org.uk/index.php/traffic-lights>

²⁴ Taken from NSPCC Harmful Sexual Behaviours Framework www.nspcc.org.uk/indices_and_resources/research_and_resources/2016/harmful-sexual-behaviour-framework/

Annex C

Working with parents and carers

Parents and carers need to be informed and supported to respond appropriately to incidents involving youth produced sexual imagery and it is vital that they are helped to play their part in helping to inform children about the risks.

Information for parents about youth produced sexual imagery should sit within a wider parental engagement strategy for online safety. Parental information about youth produced sexual imagery should be clear, easy to understand and reflect the needs of your school's parents and carers. It should help them to talk to their children about youth produced sexual imagery and respond appropriately should their child be involved in an incident.

Resources for parents and carers could include:

- An overview of what 'sexting' is, highlighting in particular that it includes the sending of images and videos
- The pressures, motivations and expectations faced by young people to behave sexually
- Information about consent and trust within healthy relationships
- Tips on how to have conversations with children about sexting
- Information on how much this takes place – showing that numbers are low but highlighting the vulnerabilities of those who share, particularly to those unknown to them
- Explanation of what the risks associated with youth produced sexual imagery are, especially recognising young people's fears/concerns
- Legalities of sexting and naked pictures or videos
- Tips on how parents and carers can support their children if their imagery has been publicly shared – signposting to relevant agencies and information/resources
- What parents and carers can do to help remove images/empower young people – see Annex D
- Role of police and schools in incidents – signposting to named roles in each organisation to empower parents to know they are asking the 'right' person

Helping parents and carers when their child has been involved in sexting

Young people can be involved in sexting in several different ways: they may lose control of their own image; receive an image of someone else; or share an image of another person. It can be difficult for those whose children have experienced any of these situations to know how to deal with the knowledge that their child has been involved in sexualised activity. Parents and carers may feel shocked, upset, angry, confused, or disappointed.

Whatever their feelings, it is important that professionals listen to their concerns and take them seriously. It can also be helpful for teachers and the police to reassure parents and carers by explaining that it is normal for young people to be curious about sex. Below are examples of the advice that police and schools could offer in a range of scenarios:

Parents or carers whose child has lost control of a sexual image should be:

- Advised on the law around youth produced sexual imagery.
- Directed to encourage the young person to delete images from social media accounts, if they have uploaded them themselves.
- Directed to ChildLine's partnership with the Internet Watch Foundation to see if it is possible to get the image removed if it has been shared more widely. This must be done as soon as possible in order to minimise the number of people that have seen the picture. Parents should also be informed about how to report sexual images on individual sites to get them taken down. If the image has been shared via a mobile, they should be

- informed that they can contact the mobile phone operator in order to get their child's mobile number changed.
- Helped to have conversations with their child which they may find difficult. Parents and carers may need help to shape these conversations. For example, you could suggest that they:
 - Reassure the young person that they are not alone and refrain from getting angry, letting them know that they will do everything they can to help.
 - Listen and offer support.
 - Avoid questions, such as 'why have you done this?' which may stop the young person from opening up. Instead they should stay focused on finding a solution, by asking who the image has been sent to and shared with, and agreeing next steps.
 - Help their child to understand what has happened by discussing the wider pressures that they may face and the motivations of the person who sent on the photo.
 - Discuss issues of consent and trust within healthy relationships. Explain that it is not ok for someone to make them feel uncomfortable, to pressure them into doing things that they don't want to do, or to show them things that they are unhappy about. Parents should let their children know that they can speak to them if this ever happens.
 - Directed to the child's school if they are concerned that their child is being bullied.
 - Directed to services for Harmful Sexual Behaviour, such as the National Clinical Assessment and Treatment Service²⁵ (an NSPCC service), if appropriate, or if similar incidents have previously occurred.

Parents or carers whose child has been sent a sexual image should be:

- Advised on the law with regards to saving, sharing, or looking at naked or sexual images of children.
- Supported to have conversations with their child and advised to:
 - Reassure the young person that they have done the right thing by speaking out and that you are there to help.
 - Explain to the young person the importance of not sharing the image further.
 - Listen to the young person's concerns, without criticising their decisions.
 - Ask whether they requested the photo or if it was unsolicited. Confirm whether it has been sent by an adult or a young person.
 - Discuss issues of consent and trust within healthy relationships. Explain that it is not ok for someone to make them feel uncomfortable, to pressure them into doing things that they don't want to do, or to show them things that they are unhappy about. Let them know that they can speak to you if this ever happens.
 - If they asked to receive the photos, explain that they should also not put pressure onto others to do things that they are uncomfortable with.
- Provided with suggested ways that their child could speak to the sender in order to stop future correspondences. Alternatively, if the young person prefers, informed about how to block the sender.
- Directed to NCA-CEOP if the images were shared by an adult, if their child is being contacted by adults and they are concerned about sexual exploitation or grooming.

Parents or carers whose child has shared another child's image should be:

- Advised on the law with regards to saving, sharing, or looking at naked or sexual images of children.
- Supported to have conversations with their child and advised to:
 - Stay calm and refrain from getting angry with the young person.
 - Ask who the image has been sent to and where it has been shared. Agree next steps for taking the image down, including deleting the image from their phone or any social media accounts and reporting it to service providers.
 - Identify whether they asked for the photo or were initially sent it without requesting.
 - Discuss issues of consent and trust in healthy relationships or friendships. Talk about the types of things which are and aren't ok to share and how they would feel if someone shared a personal photo of them.

25 Call NCATS on 020 7428 1500 or email NCATS@nspcc.org.uk

If they have asked for the image, explain the importance of not pressuring others into activities that they may not want to take part in.

- o Ask about their motivations for sharing the photo and discuss what they could have done differently. If they have reacted to an upsetting incident, such as the break-up of a relationship, by sending the photo onwards, talk about how they could have managed their feelings in a healthier and more positive way.
- Advised to contact their child's school if they are concerned that their child is behaving in a sexually inappropriate way. They should also be directed to services for Harmful Sexual Behaviour, such as the National Clinical Assessment and Treatment Service, if appropriate, or if similar incidents have previously occurred.

All parents or carers whose child has been involved in any of the above should be:

- Given support to deal with their own feelings of upset and concern.
- Kept updated about any actions that have been taken or any support that their child is accessing unless the child involved has specifically asked for this not to happen and is judged to be old enough to make that informed decision.
- Advised to contact their child's school, if they have received their child's consent, so that teachers are able to offer support to any student that is affected and ensure that the image is not circulated further.
- Informed about sources of support for their child, in case they are feeling anxious or depressed about what has happened. This could include speaking to a ChildLine counsellor, in house counselling services where available, or a GP. If they are concerned that their child is suicidal they should contact 999.
- Provided with information on where they are able to access support themselves if they are concerned or distressed.
- Directed to NCA-CEOP if they are concerned about child sexual exploitation or grooming.

Resources and support

In addition to any Local Safeguarding Children Board resources, the following resources can be used to support parents and children with youth produced sexual imagery, and can be included on school and college websites:

Helplines and reporting

- Children can talk to a ChildLine counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <http://www.childline.org.uk/Talk/Chat/Pages/OnlineChat.aspx>
- If parents or carers are concerned that their child is being contacted by adults as a result of having shared sexual imagery they should report to NCA-CEOP at www.ceop.police.uk/safety-centre
- ChildLine and the Internet Watch Foundation have partnered to help children get sexual or naked images removed from the internet. More information is available at <http://www.childline.org.uk/explore/online-safety/pages/sexting.aspx>
- If parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0800 800 5000, by emailing help@nspcc.org.uk, or by texting 88858. They can also ring the Online Safety Helpline by ringing 0800 800 5002.

Advice and information for parents

- The NSPCC has information and advice about sexting available on its website: <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/>
- NCA-CEOP has produced a film resource for parents and carers to help them prevent their children coming to harm through sharing sexual imagery: <https://www.thinkuknow.co.uk/parents/articles/Nude-soffles-a-parents-guide/>
- Childnet have information and advice about sexting available on its website: <http://www.childnet.com/parents-and-carers/hot-topics/sexting>

- Parent Info (www.parentinfo.org) provides information and advice to parents from expert organisations on topics ranging from sex and relationships, mental health and online safety. This includes content on sexting. The content of Parent Info can be hosted for free on a school's website via a newsfeed service.
- The UK Safer Internet Centre have produced checklists for parents on using social networks safely - www.saferinternet.org.uk/checklists

Resources parents could highlight to their children

- ChildLine have created Zip-It, an app that provides witty comebacks in order to help young person say no to requests for naked images - <https://www.childline.org.uk/Play/GetInvolved/Pages/sexting-zipit-app.aspx>
- There is information on the ChildLine website for young people about sexting: <https://childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/>
- The Safer Internet Centre has produced resources called 'So You Got Naked Online' which help young people to handle incidents of sexting - <http://childnetsic.s3.amazonaws.com/ufiles/Files%202015/SYGNO%20Booklet%20-%20version%202%20May%202015.pdf>

Annex D

Reporting youth produced sexual imagery online

- The quickest way to get content removed from the internet is for the person who posted it to take it down. If the young person posted the content themselves using their account, they should be asked to log in and delete it.
- If someone else posted the image or re-posted it, they should be asked to log in and delete it from any sites they've shared it on.
- If the school knows where the content is hosted but doesn't know who posted it, or the poster refuses to take it down, the content can still be reported to an online service. If it breaches a site's Terms of Service then it will be removed.

Each provider will have a different approach to dealing with requests for the removal of content and the speed of response. More information can be found on individual providers' websites where they should make public their Terms of Service and process for reporting. Nudity and sexual content is not allowed by the majority of the main providers. Sexual imagery of young people is illegal and should not be hosted by any providers.

The following provides an overview of the reporting functions provided by the main service providers:

Snapchat

Snapchat offers users the ability to share images/videos, which it calls 'snaps'. The snap is shared and then disappears after a few seconds. Snapchat also allows users to share Snapchat Stories: these are snaps that are shared in a sequence across a 24 hour period.

Snapchat provides a reporting function here: <http://support.snapchat.com/en-US/ca/abuse>

Users are able to block other users.

WhatsApp

WhatsApp is a messaging service where users can share pictures, text or videos. These can be shared with one person or multiple users.

WhatsApp encourages users to report problematic content, however, they advise that they generally do not have the contents of messages available to them. This can limit their ability to verify the report and take action.

Please see instructions on how to report here: <https://www.whatsapp.com/fag/en/general/21197244>

Users are able to block other users here: <https://www.whatsapp.com/fag/en/s60/21064391>

Instagram

Instagram is a picture and video sharing app which allows users to share images, make comments and post messages.

Instagram provides a reporting function here: <https://help.instagram.com/443165679063819/>

Users are able to block other users.

Facebook

Facebook is a social network which allows users to create a profile, share images, videos and messages.

Facebook provides a reporting function here:

- Social reporting - <https://www.facebook.com/help/128548343894719>

This offers users the ability to contact other users directly to ask them to take something down that does not necessarily breach Facebook's terms of service. In some cases the young person may not feel comfortable in contacting the person directly so they can use the report flow to enable another trusted person to help them – e.g. a teacher, friend, parent.

- Public reporting - <https://www.facebook.com/help/263149623790594/>

Users who do not have a Facebook account are able to report directly to Facebook using the link above and completing the form.

Users are able to block other users.

YouTube

YouTube allows users to watch, create and share videos. Users can create their own YouTube account, make playlists and create their own channel. Users are also able to comment on other users' channels.

YouTube provides a reporting function here: <https://support.google.com/youtube/answer/2802027>

Users can report an individual video, a channel or a comment on a video. Only account holders can make reports on YouTube.

Google

The "right to be forgotten" ruling allows the public to request the removal of search results that they feel link to outdated or irrelevant information about themselves on a country-by-country basis. Users are able to complete a form to highlight what content they wish to be removed. Users have to specify why the content applies to them and why it is unlawful so the exact URLs relating to the search results need to be referenced. See https://support.google.com/legal/contact/r_eudpa?product=websearch

A list of many other providers and links to their reporting functions can be found at the NSPCC's NetAware website: www.net-aware.org.uk

Support services

If you need additional advice or support, the following organisations can assist:

Internet Watch Foundation

In the event that a site has no reporting function and if the content is a sexual image of someone under 18 you can report it to the Internet Watch Foundation (IWF). Sexual images of anyone under 18 are illegal and the IWF can work to get them removed from sites which do not have reporting procedures. Adults can report directly to the IWF here: www.iwf.org.uk. Young people can contact ChildLine who work in partnership with the IWF and will support young people through the process.

NCA-CEOP

www.ceop.police.uk/safety-centre

If you are concerned that a child is being sexually abused, exploited or groomed online you should report to NCA-CEOP.

The NSPCC adults helpline

0808 800 5002

The NSPCC has partnered with O2 to offer direct support to parents and other adults on issues relating to online safety.

ChildLine

www.childline.org.uk

ChildLine offers direct support to children and young people including issues relating to the sharing of sexual imagery.

The Professionals Online Safety Helpline (POSH)

<http://www.saferinternet.org.uk/about/helpline>

Tel: 0844 381 4772

The POSH helpline supports professionals with an online safety concern or an online safety concern for children in their care. Professionals are able to contact the helpline to resolve issues.



Annex E

Youth produced sexual imagery and the Ofsted Common Inspection Framework

The revised inspecting safeguarding arrangements for early years, education and skills settings, including schools which came into effect in September 2015, represent significant changes to the way in which online safety is inspected. For more information visit SWGfL, part of the Safer Internet Centre.²⁶

Inspecting safeguarding in early years, education and skills settings

The areas below highlight where online safety is mentioned and offer considerations to schools in relation to youth produced sexual imagery. For further information see the Ofsted website.

Section 10 – Definition of safeguarding

Youth Produced Sexual Imagery (sexting) is specifically mentioned in the definition of Safeguarding in the 'Inspecting Safeguarding in Early Years, Education and Skills settings' guidance. It highlights that safeguarding action may be needed to protect children from – *'the impact of new technologies on sexual behaviour, for example sexting or pornography'*.

Schools should consider:

- Having policies in place that reflect the use of technology outside of the school environment
- Ensuring that all safeguarding and child protection documentation, policies, practices and procedures feature youth produced sexual imagery within their definition of safeguarding
- Highlighting in the relevant policies the actions they will take as a school if a child shares, produces or receives youth produced sexual imagery

Section 13 – The signs of successful safeguarding arrangements

'They have well developed strategies in place to keep children and learners safe and to support them to develop their own understanding of these risks and in learning how to keep themselves and others safe. Leaders oversee the safe use of technology when children and learners are in their care and take action immediately if they are concerned about bullying or children's well being.'

Schools should consider in relation to youth produced sexual imagery:

- Policies and practices that include and make reference to youth produced sexual imagery or sexting
- Designated safeguarding leads who understand the issues and can support others in school
- Awareness-raising for all staff in recognising youth produced sexual imagery, intervening when those issues arise and how serious issues are escalated both in and outside of school
- Providing effective reporting routes for children and young people
- Preventative education programmes for children and young people
- Clear policy (or references in existing policies) around the use of digital equipment in school and outside of school.
- Clear consequences if youth produced sexual imagery is produced and shared which impacts on the health and wellbeing of children and young people, including both on school or personal devices
- Clear staff procedure for managing incidents

²⁶ <http://swgfl.org.uk/news/News/online-safety/Making-Sense-of-the-New-Online-Safety-Standards>

Section 18 – Inspectors will want to consider evidence that:

'Staff leaders and managers understand the risks posed by adults or young people who use the internet or other electronic means to bully, groom or abuse children, young people and vulnerable adults; there are well developed strategies in place to keep learners safe and to support them in learning how to keep themselves safe.'

Schools should consider in relation to youth produced sexual imagery:

- Appropriate staff development that includes youth produced sexual imagery and the risks to children and young people
- Integration of youth produced sexual imagery into appropriate curriculum areas (see section three for further information)

Section 18 – Inspectors will want to consider evidence that:

'Staff leaders and managers oversee the safe use of electronic social media by staff and learners and take action immediately if they are concerned about bullying or risky behaviour.'

Schools should consider in relation to youth produced sexual imagery:

- Clear procedures for all staff around incidents of youth produced sexual imagery
- Reporting routes for children and young people
- Awareness raising training for all staff in school

Section 34 – Arriving at judgements about safeguarding arrangements

'Inspectors will make a judgements on the personal development, behaviour and welfare of children and learners by evaluating, where applicable the extent to which the provision is successfully promoting and supporting children's and learners safety. In order to make those judgements, inspectors will consider among other things, children's and learners understanding of how to keep themselves safe from relevant risks such as exploitation and extremism, including when using the internet and social media. Inspectors should include online safety in their discussions with pupils and learners (covering topics such as online bullying and safe use of the internet and social media). Inspectors should investigate what the school or further education and skills provider does to educate pupils in online safety and how the provider or school deals with the issues when they arise.'

Schools should consider in relation to youth produced sexual imagery:

- Schools should provide children and young people with the opportunity to explore the issues around youth produced sexual imagery
- Children and young people should be confident about reporting incidents to the school, using any of the reporting routes provided
- Parents should be made aware of the risks to their children and supported in handling incidents

Annex F

Exercise instruction sheet

This exercise may be used by a DSL to explore the issues of youth produced with school staff.

It is designed to illustrate a range of youth produced imagery scenarios and highlight that an appropriate and proportionate response needs to be considered for each incident.

Instructions to trainer

Resources required:

- Resource Sheet 1 – typology definitions (1 per delegate)
- Resource Sheet 2 – case studies (1 per group)
- Resource Sheet 3 – response (1 per delegate)
- Coloured card – 6 colours
- Blu-tack

Preparation:

A - Prepare a set of case study cards per group. (This takes a little time but the cards can be re-used) If you'd prefer you may wish to use anonymised case studies that you are aware of.

The 15 case studies (Resource sheet 2) match the six typology categories as follows:

- Aggravated Adult (case studies 4 & 7)
- Aggravated Youth Intent to Harm (case studies 5, 6, 3 & 8)
- Aggravated Youth Reckless misuse (case studies 9 & 10)
- Experimental Romantic (case studies 11, 12 & 2)
- Experimental Attention Seeking (case studies 13, 14, & 1)
- Experimental Other (case study 15)

Assign a distinctive coloured card to each of the six categories above, then cut and mount each of the 15 case studies accordingly.

B - Prepare 6 white 'header' cards for wall mounting – each card should display the title of one of the typologies.

Activity:

1. Divide delegates into groups of 3-4. Where appropriate mix delegates to include a wide range of experience/job role etc.
2. Give each group a set of case study cards (all 15 if time permits, if not then ensure that they have at least one of each colour).
3. Instruct delegates to read each study and consider as a group the following questions:
 - What level of risk do they think is attached to each case – green/red/amber?
 - What should the action of the school be?
 - At this stage which of the case studies would they refer out to police and or social care?

At this stage a simple outline/plan of action - no more than 3 mins per case.

4. Give each group member a copy of Resource Sheet 1 and discuss with them Finkelhor's typology. Finkelhor's typology will help them to define the kind of incident and will also help them to decide on the appropriate and proportionate response.
5. Give each delegate a copy of Resource Sheet 3 and ask them as a group to decide for each case study which typology category they would assign to it. Record any comments on their sheets.
6. Whilst delegates are working, blu-tack the 6 'header' cards around the room.
7. When delegates have categorised each of their case studies, ask them to post the cards on the wall under the appropriate 'header' card around the room. (It becomes apparent quite quickly that the colours match up in groups and show where groups agree/disagree on categorisation).
8. Comment on where there has been agreement/disagreement to pull out variation in group thinking.
9. Pull out a variety of incidents that reflect the different typologies e.g. romantic, attention seeking, aggravated adult etc and ask delegates to consider the following:
 - Do any of the case studies reflect any of the five points for immediate referral to other agencies?
 - If they do which external agency should they be referred to and why?
 - Do any of the case studies not reflect the points for referral?
 - If they don't need to be referred to an external agency, why not?
10. Where there are case studies that don't hit the referral threshold ask the groups to consider their response. This should take into account how they would respond as a school. They should consider the following:
 - How would the child be supported?
 - How would parents or carers be informed?
 - How would the deletion and removal of the images be handled?
 - How would the incident be recorded?
 - Who would take the lead in managing the incident?
 - What would follow after the management of the incident?
11. Allow for discussion in small groups on these topics and where possible get them to refer to the main body of the advice. Draw out any key elements for discussion and take the opportunity to remind staff of any relevant policies and procedures in managing incidents of youth produced sexual imagery.

Resource Sheet 1 (Adapted from Wolak and Finkelhor "Sexing-a Typology" March 2011)

| | |
|---|---|
| <p>Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of youth produced sexual images.</p> | <p>Adult offenders attempt to develop relationships by grooming teenagers, in criminal sex offenses even without the added element of youth-produced images. Victims may be family friends, relatives, community members or contacted via the internet. The youth-produced sexual images may be solicited by adult offenders.</p> <p>Youth Only: Intent to Harm cases that:</p> <ul style="list-style-type: none"> • arise from interpersonal conflict such as break-ups and fights among friends • involve criminal or abusive conduct such as blackmail, threats or deception • involve sexual abuse or exploitation by young people. <p>Youth Only: Reckless Misuse no intent to harm but images are taken or sent without the knowing or willing participation of the young person who is pictured. In these cases, pictures are taken or sent thoughtlessly or recklessly and a victim may have been harmed as a result.</p> |
| <p>Experimental incidents involve the creation and sending of youth produced sexual images, with no adult involvement, no apparent intent to harm or reckless misuse.</p> | <p>Romantic episodes in which young people in ongoing relationships make images for themselves or each other, and images were not intended to be distributed beyond the pair.</p> <p>Sexual Attention Seeking in which images are made and sent between or among young people who were not known to be romantic partners, or where one young person takes pictures and sends them to many others or posts them online.</p> <p>Other. Cases that do not appear to have aggravating elements, like adult involvement, malicious motives or reckless misuse, but also do not fit into the Romantic or Attention Seeking sub-types. These involve either young people who take pictures of themselves for themselves (no evidence of any sending or sharing or intent to do so) or pre-adolescent children (age 9 or younger) who did not appear to have sexual motives.</p> |

Resource Sheet 2: Case studies (Case Studies adapted from Wolak and Finkelhor)

Case Study 1

Involved a group of pupils aged between 9 and 10. One girl (aged 9 with mild learning difficulties) was speaking to a group of friends from school via a popular messaging app. Her mobile was upstairs in her room which had a camera. She was getting ready for bed and was sat in a towel and "flashed" on webcam. Another pupil (girl aged 10) from the group told the class teacher what had happened the next day at school, who then reported the concern to the head teacher.

Case Study 2

A year 6 girl (aged 11) texted a photo of herself, topless but covered, to her 12 year old boyfriend (an ex pupil). No physical sexual activity took place between them prior to this event on or offline. The image was discovered on the boy's mobile phone by his mother who deleted the image and then contacted the girl's parents. The girls' parents approached the school for advice.

Case Study 3

A girl, 13, sent a topless photo of herself to her boyfriend, who was 14. When they broke up, the boy sent the photo to numerous friends via his mobile phone and many recipients forwarded the image to others. The school found out when one recipient told a parent. By then over 200 students had received the picture.

Case Study 4

The parents of a 14 year old girl found nude pictures of her on her mobile device and approached her school for advice. She admitted sending the pictures to a 37 year old man she met online. The girl stated she was in love with the offender, who lived in another part of the country. The victim never met him face-to-face.

Case Study 5

Two Year 9 girls (A & B) got mad at each other. They had been friends and had access to nude photos of each other. Girl A showed a nude photo of Girl B to another girl. Girl B thought the photo had been shown to many people. To get even, she sent a picture of Girl A's breasts to several boys. Several days later, both girls went to the headteacher's office, crying and upset. They felt bad about what they had done.

Case Study 6

The parents of a 16 year old contacted the school because a boy was blackmailing their daughter. The victim said she had accidentally uploaded a nude picture of herself to a social networking site. When she realised this, she deleted the image, but a boy from another school had already downloaded it. He threatened to distribute it if she did not send him more nude pictures. When the girl refused, the boy sent the picture to about 100 people.

Case Study 7

A 16-year-old girl used the Internet to send sexually explicit photos of herself to numerous men. She was using a stolen computer because her parents had taken her computer away from her. The parents discovered the online conversations and approached her school for advice.

Case study 8

A 13 year old girl took sexual pictures of her 3 younger sisters (ages 5, 6 & 8) and touched them sexually. A classmate disclosed this information to their class teacher. Children's social care had been involved with the family for some time.

Case Study 9

At a party where there was heavy drinking, three boys, 15, in the shallow end of a pool pulled down their swim trunks and had a "swordfight". A girl, 17, filmed this and sent the video via her mobile to six other people. The three boys did not know she had taken the video or sent it. The video became a hot topic within the school and came to the attention of the teaching staff.

Case Study 10

A boy, 16, who had been bullied in school and teased about his "male anatomy" took a picture of his penis and sent it a female classmate. The classmate, in turn, but without permission, sent it to four other girls. The incident was disclosed when a teacher confiscated the boy's mobile phone and found he was using the picture as a screensaver on his phone.

Case Study 11

A 14 year old boy and a 12 year old girl who were boyfriend/girlfriend for a couple of weeks sent sexual pictures and videos to one another, including pictures showing masturbation. The girl's mother found the pictures of the boy on her daughter's mobile phone and told their Headteacher that she wanted the boy prosecuted to the full extent of the law. When she found out that her daughter had sent images too, she wanted the girl prosecuted as well.

Case Study 12

Parents approached the school when they discovered their son, 16, had received a video of a 17 year old boy masturbating. Their son was gay and in a relationship with the other boy. His parents were upset about his sexual orientation.

Case Study 13

A girl, 15, sent unsolicited naked pictures of herself to three different boys in her school using her mobile phone, including to one boy who was 18. Then she and a friend went to their class teacher because they were concerned the images would be sent around the school.

Case Study 14

A girl, 17, posted nude pictures of herself on a social networking site. The website identified the images as possible child abuse images, removed them and reported the incident to NCA-CEOP, which referred the report to the local police force. The police approached the school and talked with the girl, but she was not charged.

Case Study 15

An 11 year old girl took naked pictures of her breasts with her mobile phone. Her grandparents discovered the images, did not realize they were of the girl and brought the phone to school. The girl, when interviewed, admitted she took the pictures of herself but said she had not sent them to anyone.

Resource Sheet 3: Response

| Case study - Typology | Comments | Response |
|-----------------------|----------|----------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |

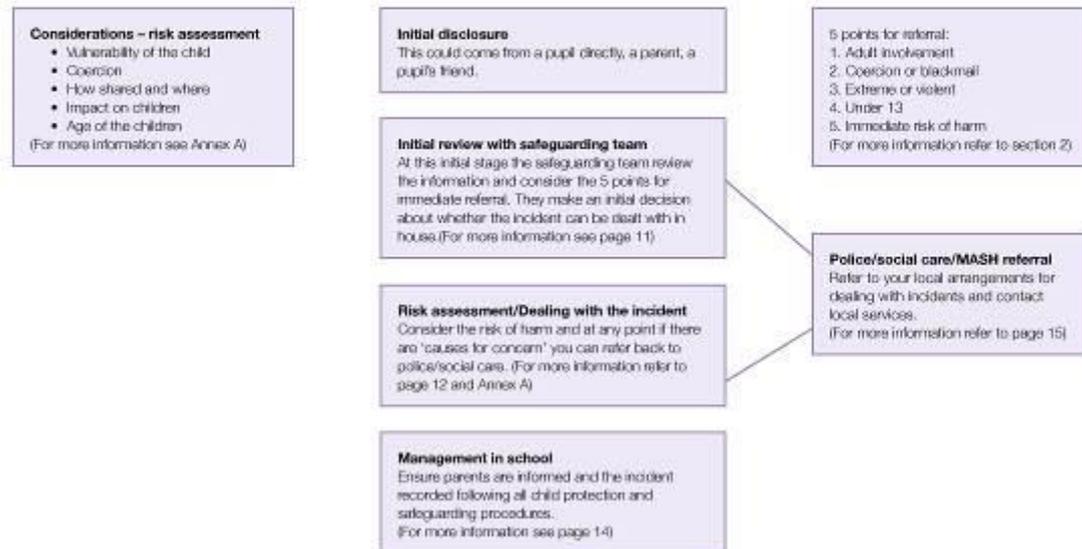
45

| Case study - Typology | Comments | Response |
|-----------------------|----------|----------|
| 8 | | |
| 9 | | |
| 10 | | |
| 11 | | |
| 12 | | |
| 13 | | |
| 14 | | |

46

Annex G

Flowchart for responding to incidents



Disclaimer

Relevant laws and best practice have been taken into account in the development of this document. However, these issues have the potential to be complex and multi-faceted. As case law in this area is still relatively underdeveloped nothing in this document should be taken as legal advice.

The authors and other contributors to this document accept no liability for any damage or loss suffered or incurred whether directly, consequentially, indirectly or otherwise by anyone relying on the information in this publication or any other information referred to in it.

Web addresses, social networks, apps and other references in this document were correct at the time of publication but may be subject to change over time.

Photographs reproduced with kind permission from the NCA's CEOP Command, and Childnet International



Context

With the rise of sexting incidents involving young people, this guidance aims to help schools identify sexting incidents, manage them and escalate appropriately.

For School Staff

Remember: The production and distribution of sexting images involving anyone under the age of 18 is illegal and needs very careful management for all those involved.



Step 1:
If a device is involved - confiscate it and set it to flight mode or, if not possible, switch it off.



Step 2:
Seek advice - report to your designated safeguarding lead via your normal child protection procedures.

For the Designated Safeguarding Lead

Record all incidents of sexting, including both the actions you did take as well as the actions you didn't take and give justifications. In applying judgement to each incident, consider the following:

- Is there a significant age difference between the sender/receiver involved?
- Is there any external coercion involved or encouragement beyond the sender/receiver?
- Do you recognise the child as more vulnerable than usual i.e. at risk?
- Is the image of a severe or extreme nature?
- Is the situation isolated or has the image been more widely distributed?
- Have these children been involved in a sexting incident before?
- Are there other circumstances relating to either sender or recipient that may add cause for concern i.e. difficult home circumstances?

If any of these circumstances are present, then do escalate or refer the incident using your normal child protection procedures. This includes reporting to the police.



If none of these circumstances are present, then manage the situation accordingly within the school and without escalating to external services. Record the details of the incident, action and resolution.



When in doubt or if you need further advice please ring our Professionals Online Safety Helpline on: 0844 381 4772