



Thomas Lord Audley School

## Child Protection Policy

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**CHILD PROTECTION POLICY FOR THOMAS LORD AUDLEY SCHOOL**

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***POLICY TO BE REVIEWED Sept 2021***

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*Keeping Children Safe in Education (KCSIE) remains in force throughout the response to coronavirus (Covid 19).*

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# CHILD PROTECTION POLICY FOR THOMAS LORD AUDLEY SCHOOL

## 1. Introduction

Schools and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

*(Keeping Children Safe in Education – DfE, 2020)*

This Child Protection policy is for all staff (including supply staff), parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school and should be read in conjunction with the following:

- Keeping Children Safe in Education (DfE, 2020)
- the school Behaviour policy;
- the school Staff Behaviour policy (sometimes called Staff Code of Conduct);
- the safeguarding response to children missing from education
- the role of the designated safeguarding lead (Annex B of KCSIE)
- COVID-19 Addendum

Safeguarding and promoting the welfare of children (*everyone under the age of 18*) is defined in Keeping Children Safe in Education as:

- Protecting children from maltreatment
- Preventing impairment of children’s mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

## 2. Statutory framework

There is government guidance set out in [Working Together \(HMG, 2018\)](#) on how agencies must work in partnership to keep children safe. This guidance places a shared and equal duty on three Safeguarding Partners (the Local Authority, Police and Health) to work together to safeguard and promote the welfare of all children in their area under multi-agency safeguarding arrangements. These arrangements sit under the [Essex Safeguarding Children Board](#) (ESCB). In Essex, the statutory partners are Essex County Council, Essex Police and five of the seven Clinical Commissioning Groups covering the county.

Section 175 of the Education Act 2002 (*Section 157 for Independent schools*) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

In Essex, all professionals must work in accordance with the [SET Procedures \(ESCB, 2019\)](#). Our school also works in accordance with the following legislation and guidance (*this is not an exhaustive list*):

[Keeping Children Safe in Education \(DfE, 2020\)](#)

[Working Together \(HMG, 2018\)](#)

Education Act (2002)

[Effective Support for Children and Families in Essex](#) (ESCB, 2017)

[Counter-Terrorism and Security Act \(HMG, 2015\)](#)

[Serious Crime Act 2015](#) (Home Office, 2015)

Children and Social Work Act (2017)

[Children Missing Education - statutory guidance for local authorities \(DfE, 2016\)](#)

Sexual Offences Act (2003)

Education (Pupil Registration) Regulations 2006

[Information sharing advice for safeguarding practitioners \(HMG, 2018\)](#)

[Data Protection Act \(2018\)](#)

[What to do if you're worried a child is being abused](#) (HMG, 2015)

[Searching, screening and confiscation](#) (DfE, 2018)

Children Act (1989)

Children Act (2004)

[Preventing and Tackling Bullying \(DfE, 2017\)](#)

Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)

[Sexual violence and sexual harassment between children in schools and colleges](#) (DfE, 2018)

[Promoting positive emotional well-being and reducing the risk of suicide](#) (ESCB, 2018)

[Preventing youth violence and gang involvement](#) (Home Office, 2015)

[Criminal Exploitation of children and vulnerable adult - county lines guidance](#) (Home Office, 2018)

[Teaching on-line safety in schools](#) (DfE, 2019)

[Education Access Team CME / Home Education policy and practice](#) (ECC, 2018)

[Understanding and Supporting Behaviour - safe practice for schools and educational settings](#) (ESCB 2020)

### **3. Roles and responsibilities**

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The

names of those in our school with these specific responsibilities (the designated safeguarding lead and deputy designated safeguarding lead) are shown on the cover sheet of this document.

### The Local governing body

The local governing body ensures that the policies, procedures and training in our school are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place and that the Child Protection policy reflects statutory and local guidance and is reviewed at least annually.

The local governing body ensures there is a named designated safeguarding lead and deputy safeguarding lead in place.

The local governing body ensures the school contributes to inter-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.

The local governing body ensures that all staff members undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe.

The local governing body ensures that children are taught about safeguarding, including online, ensuring that the appropriate filters and monitoring systems for online usage are in place. Our children will be taught how to keep themselves safe through teaching and learning opportunities as part of a broad and balanced curriculum.

The local governing body and school leadership team are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's Safer Recruitment policy for further information). It ensures that volunteers are appropriately supervised in school.

### The Designated Safeguarding Lead (and Deputies)

The designated safeguarding lead in school takes lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to Essex Children's Social Care (Family Operations Hub) are made in accordance with current SET procedures. They work with the local authority and other agencies as required.

DSL's should also work collaboratively to help promote educational outcomes for all students (including children with a social worker) who are experiencing or have experience safeguarding and child protection issues.

If for any reason the designated safeguarding lead is unavailable, the deputy designated safeguarding lead will act in their absence.

### The Headteacher

The Headteacher works in accordance with the requirements upon all school staff. In addition, they ensure that all safeguarding policies and procedures adopted by the local governing body are followed by all staff.

### All School Staff

Everyone in our school has a responsibility to provide a safe learning environment in which our children can learn. All staff members are prepared to identify children who may benefit from early help and understand their role within this process. This includes identifying any emerging problems so appropriate support may be provided and liaising with the designated safeguarding lead to report any concerns. All staff members are aware of and follow school processes (as set out in this policy) and are aware of how to make a referral to Social Care if there is a need to do so.

### Contextual Safeguarding

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra- familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

## **4. Abuse & Neglect**

Keeping Children Safe in Education (DfE, 2020) defines abuse as the maltreatment of a child.

*“a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.”*

The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
- Emotional
- Sexual
- Neglect

Our school is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection.

## **5. Specific Safeguarding Issues**

### CSE (Child Sexual Exploitation), CCE (Child Criminal Exploitation & County Lines

It is understood that a significant number of children who are victims of CSE, CCE & County Lines go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The designated safeguarding lead will lead on these issues and work with other agencies as appropriate.

## CSE

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect a child or young person (male or female) under the age of 18 years including 16 and 17 year olds who can legally consent to sex. It can include both contact and non contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through other copying videos or images they have created and posted on social media).

## CCE

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten young people.

Our school works with key partners locally to prevent and respond to child criminal exploitation.

## County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other forms of "deal line". Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations.

## Peer on Peer Abuse/Harms

Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

Peer on peer abuse can manifest itself in many ways most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence & harassment,
- upskirting,

- sexting (also known as youth produced sexual imagery) **please see section 12 for procedural information**; and
- initiation/hazing type violence and rituals.

### Children with Special Educational Needs and Disabilities

Our school understands that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration.
- Children with SEND can be disproportionately impacted by things like bullying, without outwardly showing signs.
- Communication barriers and difficulties in overcoming these barriers.

### Domestic Violence/Abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. We work with other key partners and will share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm.

Female Genital Mutilation (FGM) FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.

As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with existing local safeguarding procedures.

### Forced Marriage

A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

### **The 'One Chance' rule**

Under FGM & Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**.

### Breast Ironing/Breast Flattening

The process whereby young girls' breasts are ironed, massaged or pounded through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. Sometimes they use an elastic belt to press the breasts to prevent them from growing. Much like FGM, it is a harmful cultural practice and is child abuse.

The United Nations (UN) states that Breast Ironing affects 3.8 million women around the world and has been identified as one of the five under-reported crimes relating to gender-based.

The mutilation is a traditional practice from Cameroon designed to make teenage girls look less "womanly" and to deter unwanted male attention, pregnancy and rape. The practice is commonly performed by family members, often the mother. In many cases, the abuser thinks they are doing something good for their daughter, by delaying the effects of puberty so that she can continue her education, rather than getting married.

There is no specific law within the UK around Breast Ironing, however it is a form of physical abuse.

### Prevention of Radicalisation

As of July 2015, the Counter-Terrorism and Security Act (HMG, 2015) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the PREVENT duty. It requires schools to:

- Teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of students and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion.
- Be safe spaces in which children / 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.
- Be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

Terrorism is defined in KCSIE 2020 as *an action that endangers or causes serious violence to a person/people, causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.*

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. All staff members understand how to identify those who may benefit from this support and how to make a referral to the Essex CHANNEL panel. (*Appendix B*)

## **6. Mental Health**

All staff (including supply staff and volunteers) should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem (staff should try and avoid the use of diagnosed terms when discussing how a child might be feeling). Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one and should report concerns through the usual safeguarding reporting process.

## **7. Promoting Positive Mental Health and Resilience in School**

Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school wants to develop the emotional well-being and resilience of all students and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resilience. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counterbalance and promote further growth of resilience.

It is vital that we work in partnership with parents to support the well-being of our students. Parents should share any concerns about the well-being of their child with Thomas Lord Audley School, so appropriate support and interventions can be identified and implemented.

## **8. Anti-bullying**

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. All staff are aware that children with SEND and/or differences/perceived differences, are more susceptible to being bullied/victims of child abuse. We keep a bullying incident log that is reported to the Governors' Staff and Student committee.

## **9. Racist & discriminatory incidents**

Our policy on racist & discriminatory incidents is set out separately and acknowledges that repeated racist or discriminatory incidents or a single serious incident, may lead to consideration under child protection procedures. We keep a discriminatory incidents log that is reported to the referring school and also the LGB.

## **10. Children Missing from Education (CME)**

All children, regardless of their age, ability, aptitude and any special education needs they may have are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. Parents should always inform us of the reason for any absence. Where contact is not made, a

referral may be made to another appropriate agency (Education Access Team, Social Care or Police) by the referring school.

The referring school must inform the local authority of any student who fails to attend school regularly, or has been absent without school permission for a continuous period of 10 days or more.

## 11. Procedures

Our school works with key local partners to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans which provide additional support (through a Child in Need or a Child Protection plan).

All staff members have a duty to identify and respond to suspected / actual abuse or disclosures of abuse. Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the designated safeguarding lead (or, in their absence, the deputy designated safeguarding lead).

All action is taken in accordance with the following guidance;

- Essex Safeguarding Children Board guidelines - the SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB, 2019)
- [Essex Effective Support](#)
- Keeping Children Safe in Education (DfE, 2020)
- Working Together to Safeguard Children (DfE, 2018)
- 'Effective Support for Children and Families in Essex' (ESCB, 2017)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

Any staff member or visitor to the school must refer any concerns to the designated safeguarding lead or deputy designated safeguarding lead. Where there is risk of immediate harm, concerns will be referred by telephone to the Children and Families Hub and / or the Police. Less urgent concerns or requests for support will be sent to the Children and Families Hub via the [Essex Effective Support](#) portal. The school may also seek advice from Social Care or another appropriate agency about a concern, if we are unsure how to respond to it. Wherever possible, we will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place a child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to consult with the Children and Families Hub and / or Essex Police for advice on when to share information with parents / carers.

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, all staff understand they should press for re-consideration of the case with the designated safeguarding lead.

If, for any reason, the designated safeguarding lead (or deputy) is not available, this will not delay appropriate action being taken. Safeguarding contact details are displayed in the school to ensure that all staff members have unfettered access to safeguarding support, should it be required. Any individual may refer to Social Care where there is suspected or actual risk of harm to a child.

When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place, the name of the designated safeguarding lead (and deputy/deputies) and how to share concerns with them.

## **12. On-line safety (further information can be found in the Safeguarding Addendum Covid-19)**

### **Online safety in schools and colleges**

We recognise that our children are growing up in an increasingly complex world, living their lives on and offline. This presents many positive and exciting opportunities, but we recognise it also presents challenges and risks. Any pupil can be vulnerable online, and their vulnerability can fluctuate depending on their age, developmental stage and personal circumstance. We want to equip our pupils with the knowledge needed to make the best use of the internet and technology in a safe, considered and respectful way, so they are able to reap the benefits of the online world.

The three main areas of online risk could be categorised as:

**content:** being exposed to illegal, inappropriate or harmful material; for example: pornography, fake news, racist or radical and extremist views;

**contact:** being subjected to harmful online interaction with other users; for example: commercial advertising as well as adults posing as children or young adults;

**conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example: making, sending and receiving explicit images, or online bullying

Our school seeks to help children keep themselves safe online in a range of ways - further information about our approach to online safety is available in our E-Safety Policy.

### **Children and online safety away from school and college**

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Safeguarding & Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the Sigma Trust Code of conduct. Thomas Lord Audley School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements. Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.

- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms provided by Sigma Trust to communicate with pupils
- Staff should record the length, time, date and attendance of any sessions held.

### **13. Sexting in Schools**

Sexting/Youth Produced Sexual Imagery - 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 message apps, such as Snapchat, WhatsApp or Facebook Messenger.

90% of 16-24 year olds and 69% of 12-15 year olds own a smartphone, 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.

The Law says 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.

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. 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 certain incidents which should always be referred to the Police.

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.

When an incident involving youth produced sexual imagery comes to a school's attention, the incident should be referred to the designated safeguarding leader, followed by an initial review meeting with appropriate members of 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 a good reason to believe that involving parents would put the young person at risk of harm. If, at any point, during the process, there is a concern a young person has been harmed or is at risk of harm, a referral should be made to Social Care and/or the police informed immediately.

The designated safeguarding lead needs to establish at the initial review meeting:

- Whether either is an immediate risk to a young person/s.
- If a referral should be made to Social Care or the police.
- If it is necessary to review the imagery in order to safeguard the young person, in most cases the 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 a risk assessment.
- If there is a need to contact any other schools, colleges or educational settings.
- Whether to contact parents/carers of the students involved, in most cases parents should be involved.

An immediate referral to the police and/or Social Care should be made, if at the initial stage:

- The incident involves an adult.
- 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).
- 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.
- The imagery involves sexual acts and any pupil in the imagery is under 13.
- You have reason to believe a pupil or students face immediate risk of harm owing to the sharing of the imagery, for example, if the young person is presenting as suicidal or self-harming.

If none of the above apply, the school may decide to respond to the incident without involving the police or Social Care; the school can decide at a later stage to escalate the incident, if necessary.

The decision not to involve the police or Social Care, should only be taken if the designated safeguarding lead is confident that they have sufficient information to assess the risks to the students involved and the risks can be managed in school by the pastoral support teams, and via the Behaviour for Learning policy, and with an appropriate level of local network support.

When assessing the risk to a young person, the following should be considered:

- Why was the imagery shared?
- Was the young person coerced or put under a 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 of the students involved?
- Does the young person involved have additional vulnerabilities?
- Does the young person understand consent?
- Has the young person taken part in this kind of activity before?

Informing parents/carers – they should be informed and involved in the process at an early stage, unless to do so would put the young person at risk of harm. Any decision not to inform the parents, would generally be made in conjunction with other agencies such as the police or Social Care, who would then take the lead in deciding when parents should be informed.

The designated safeguarding lead may work with the young people involved to decide on the best approach for informing parents. In some circumstances, the designated safeguarding lead may work with the young person to support them to inform the parent/carer themselves.

Securing and handling devices to the police – if any devices need to be seized and passed onto the police, then the devices should be confiscated and the police should be called. The device should be turned off and placed under lock and key, until the police are able to attend and collect it.

Children’s Social Care contact and referrals – if the designated safeguarding lead is aware that Social Care are currently involved with a young person who appears in an incident of youth produced sexual imagery, they should be notified immediately. If there is previous Social Care involvement with the young person, again they should be contacted.

As a result of the investigation, if the designated safeguarding lead believes there are wider issues for concern, a referral to Social Care should be made in line with normal procedures.

Searching devices, viewing and deleting imagery – adults should **not** view youth produced sexual imagery, unless there is a good and clear reason to do so. Wherever possible responses to incidents should be based on what the designated safeguarding lead has been told about the content of the imagery.

The decision to view the imagery should be based on the professional judgement of the designated safeguarding lead and should always comply with the Safeguarding Child Protection policy and procedures. Imagery should never be viewed if the act of viewing would cause significant distress or harm to the student.

If a decision is made to view the imagery the designated safeguarding lead 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 person/people involved).
- It 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.
- It is unavoidable because a young person has presented an image directly to a member of staff, or the imagery has been found on a school device or network.

Interviewing and talking to the young person/people involved – when discussing the sharing of youth produced sexual imagery, it is important that the designated safeguarding lead:

- Recognises the pressure that a young person might be under to take part in sharing such imagery and, if relevant, be able to offer advice and support to the young person’s parents to understand the wider issues and possible motivations around this.
- Remains solution focussed 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 that school will do all it can to support and help 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 the imagery.
- Discusses the issues of consent and trust within health relationships. Explain that it is not OK for someone to make them feel uncomfortable, to pressure them into doing things they do not want to do, or to show them things that they are unhappy about. Let them know that they can speak to the designated safeguarding lead if this ever happens.

The purpose of this 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 needs to be recorded by the centre and by the referring school. This includes incidents that have been referred to external agencies and those that have not.

## **14. Training**

The designated safeguarding lead (and deputy/deputies) undertake Level 3 child protection training at least every two years. The Headteacher, all staff members and governors receive appropriate child protection training which is regularly updated and in line with advice from the Essex Safeguarding Children Board (ESCB). In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Records of any child protection training undertaken is kept for all staff and governors.

The school ensures that the designated safeguarding lead (and deputy) also undertakes training in inter-agency working and other matters as appropriate

## **15. Professional confidentiality**

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or pupils) or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the designated safeguarding lead and may require further referral to and subsequent investigation by appropriate authorities.

Information on individual child protection cases may be shared by the designated safeguarding lead (or deputy) with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so.

## **16. Records and information sharing**

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies.

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible, noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. All records will be dated and signed and will include the action taken. This is then presented to the designated safeguarding lead (or deputy), who will decide on appropriate action and record this accordingly.

Any records related to child protection are kept on an individual child protection file for that child (which is separate to the pupil file). All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth, or until they transfer to another school / educational setting.

In line with statutory guidance, where a pupil transfers from our school to another school / educational setting (including colleges), their child protection records will be forwarded to the new educational setting. These will be marked 'Confidential' and for the attention of the receiving school's designated safeguarding lead, with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received by the new school and then destroy any copies held in our school. Where appropriate, the designated safeguarding lead may also make contact with the new educational setting in advance of the child's move there, to enable planning so appropriate support is in place when the child arrives.

Where a pupil joins our school, we will request child protection records from the previous educational establishment (if none are received).

## **17. Interagency/ Multiagency working**

Schools and colleges have a pivotal role to play in multi-agency safeguarding arrangements. New safeguarding partners and child health review partner arrangements are now in place. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs. It is especially important that schools and colleges understand their role in the three safeguarding partner arrangements. Governing bodies, proprietors and their senior leadership teams, especially their designated safeguarding leads, should make themselves aware of and follow their local arrangements. The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. Relevant agencies are those organisations and agencies whose involvement that the three safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. Where children need a social worker, this should inform decisions about safeguarding (e.g. responding to unauthorised absence or CME where there are known safeguarding risks) and about promoting welfare (e.g. the consideration of pastoral and/or academic support alongside statutory services)

It is the responsibility of the designated safeguarding lead to ensure that the school is represented at, and that a report is submitted to, any statutory meeting called for children on the school roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s). The member of staff attending the meeting will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions.

If a child is subject to a Care, Child Protection or a Child in Need plan, the designated safeguarding lead will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress,

welfare and presentation. If the school is part of the core group, the designated safeguarding lead will ensure the school is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and / or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the designated safeguarding lead will inform the child's key worker immediately and then record that they have done so and the actions agreed.

## **18. Allegations about members of the workforce**

All staff members (including supply staff and volunteers) are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Behaviour policy / Code of Conduct. The school works in accordance with statutory guidance and the SET procedures (ESCB, 2019) in respect of allegations against an adult working with children (in a paid or voluntary capacity).

The school has processes in place for reporting any concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of staff must be referred to the Headteacher (or the Deputy Headteacher in their absence), as they have responsibility for managing employment issues. Where the allegation concerns an agency member of staff, the Headteacher (or Deputy) will liaise with the agency, while following due process.

Where the concern involves the headteacher, it should be reported direct to the Chair of Governors.

SET procedures (ESCB, 2019) require that, where an allegation against a member of staff is received, the Headteacher, senior named person or the Chair of Governors must inform the duty Local Authority Designated Officer (LADO) in the Children's Workforce Allegations Management Team on **03330 139 797** within one working day. However, wherever possible, contact with the LADO will be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils and parents and HR. The school does not carry out any investigation before speaking to the LADO.

Staffing matters are confidential and the school operates within a statutory framework around Data Protection.

## **19. Whistleblowing**

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example students in the school or members of the public.

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All members of staff and the wider school community should be able to raise concerns about poor or unsafe practice and feel confident any concern will be taken seriously by the school leadership team. We have 'whistleblowing' procedures in place and these are available in the school's Code of Conduct/Whistleblowing Policy. However, for any member of staff who feels unable to raise concerns

internally, or where they feel their concerns have not been addressed, they may contact the [NSPCC whistleblowing helpline](#) on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or by email at: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk) .

## 20. Use of reasonable force

We acknowledge that staff must only ever use physical intervention as a last resort. It should only be used to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances.

Such events should be recorded and signed by a witness.

The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people, such as guiding a child to safety or breaking up a fight. 'Reasonable' means using no more force than is needed. Our school works in accordance with statutory and local guidance on the use of reasonable force (*see section 2*) and recognises that where intervention is required, it should always be considered in a safeguarding context.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

## 21. Prevention

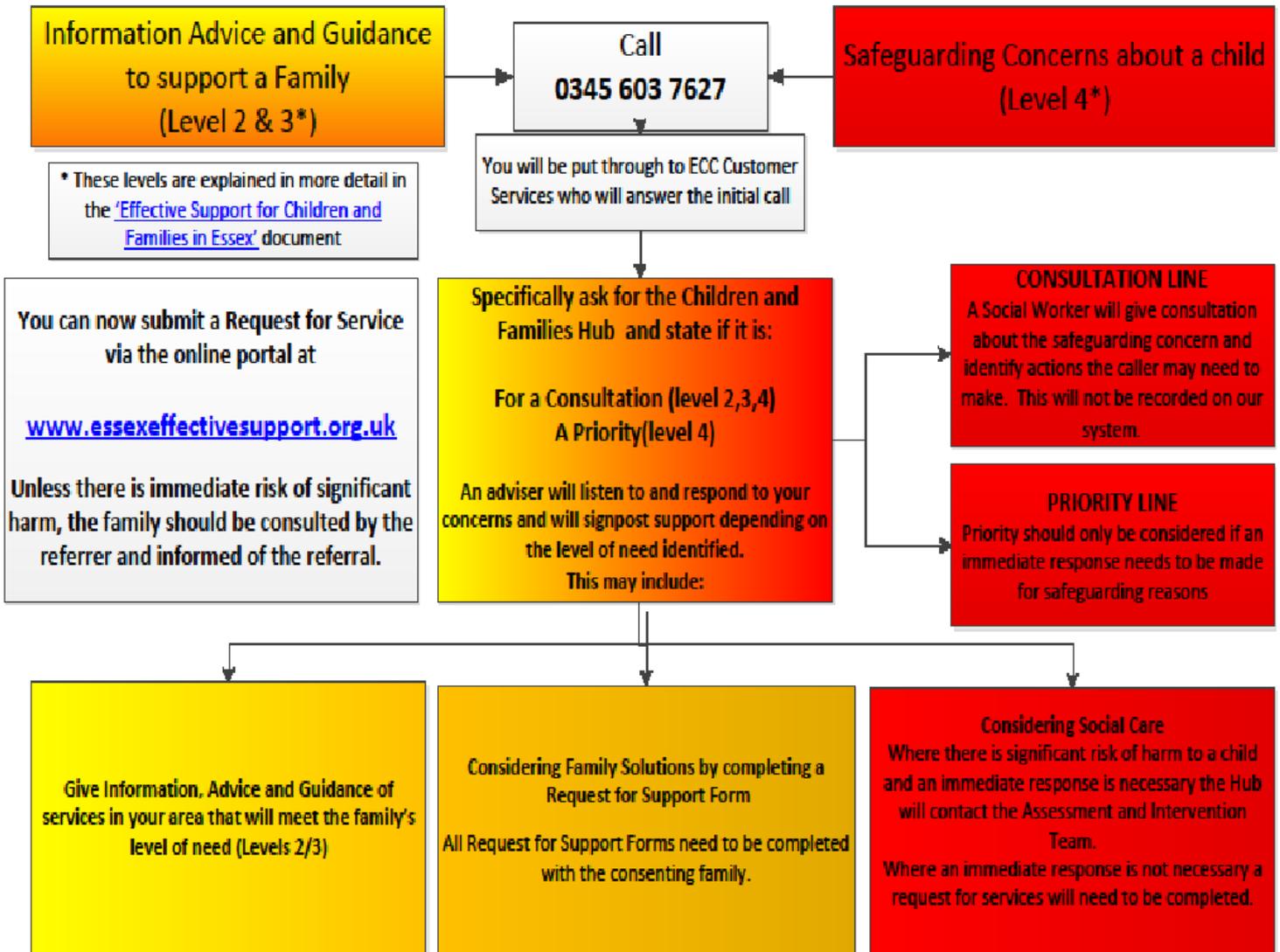
We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

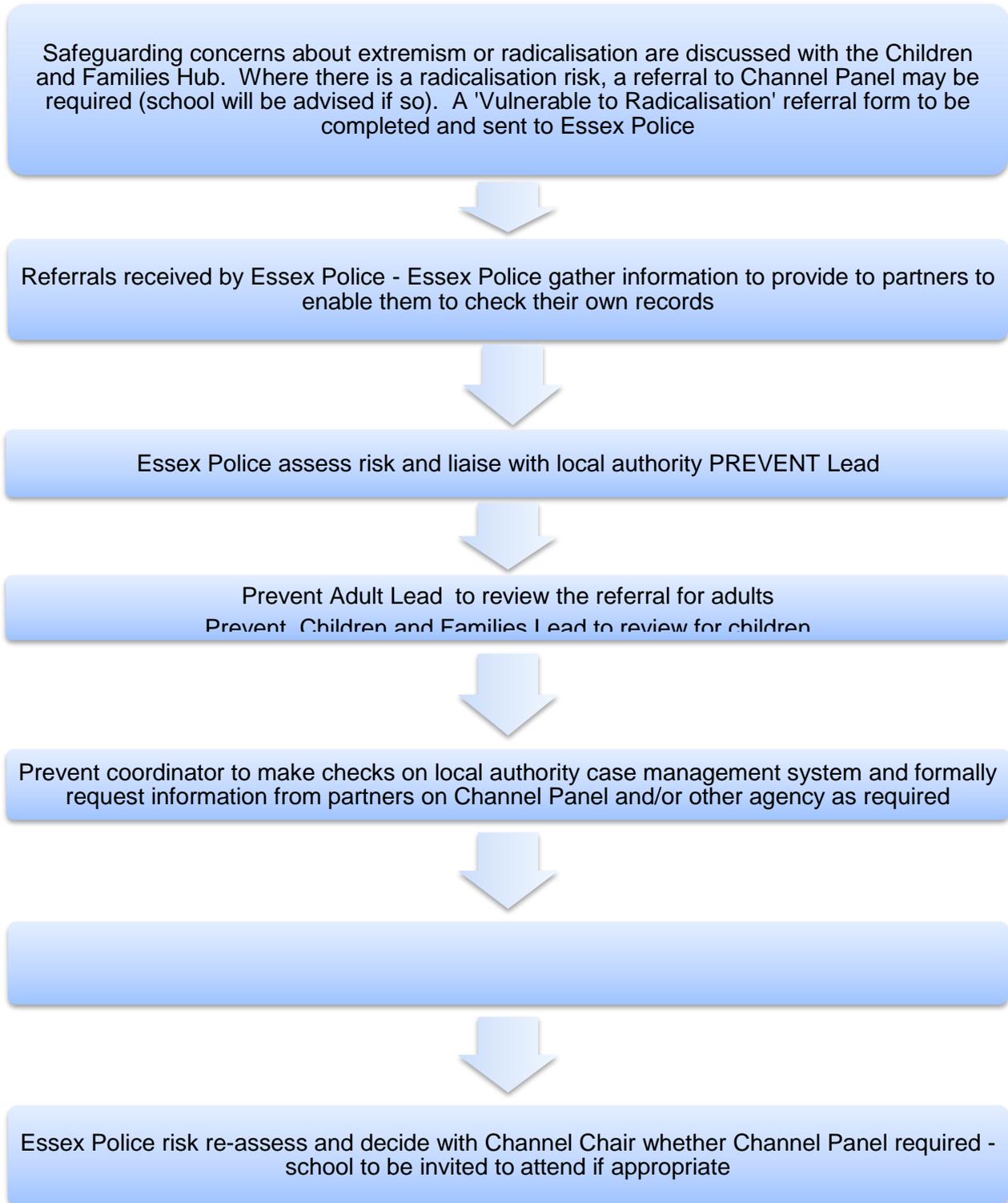
- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, allowing children to voice concerns via the school's 'Speak Out' email.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular, this will include anti-bullying work and e-safety.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

## Appendix A: Children and Families Hub flow chart

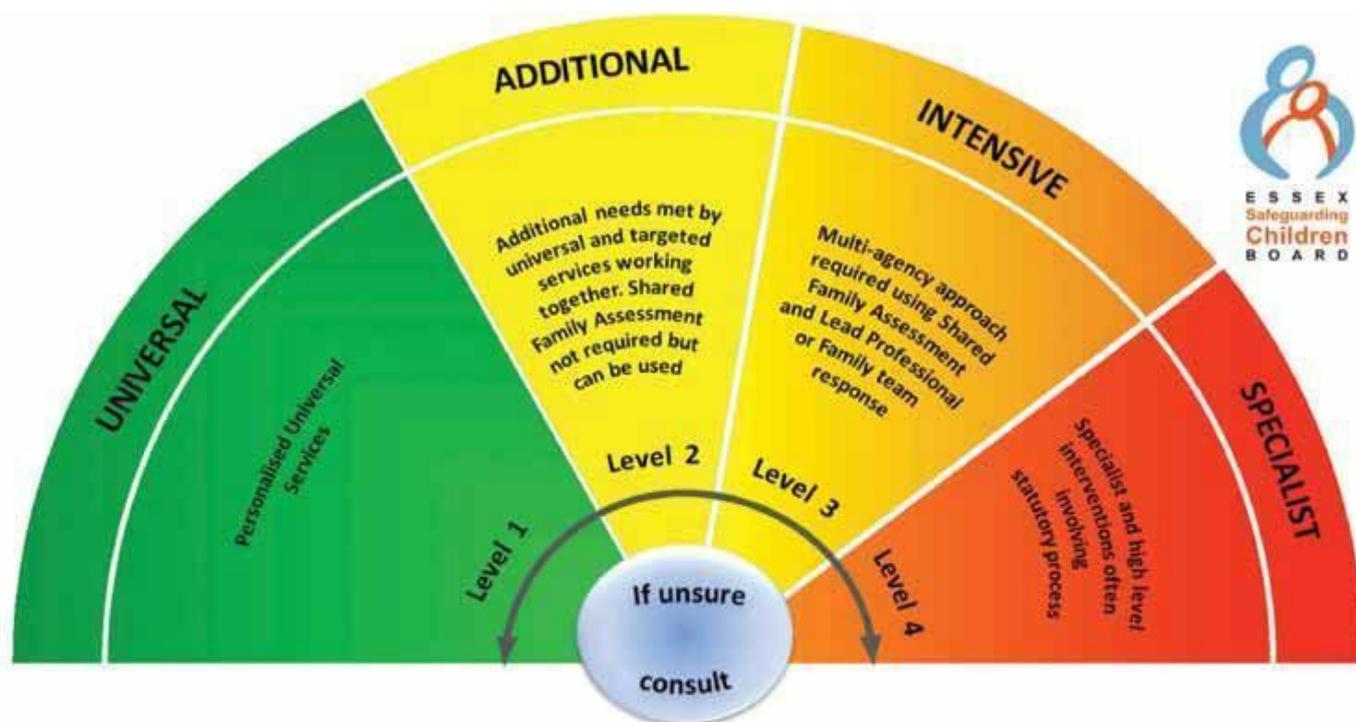
**Children and Families Hub Partner Access Map**  
 (Mon-Thurs 8.45-5.30pm Fri 8.45-4.30pm) Out of Hours Tel no: 0345 606 1212



## Appendix B: PREVENT Referral Flowchart



## Appendix C: Essex Windscreen of Need and levels of intervention



All partners working with children, young people and their families will offer support as soon as we are aware of any additional needs. We will always seek to work together to provide support to children, young people and their families at the lowest level possible in accordance with their needs

Children with **Additional** needs are best supported by those who already work with them, such as Family Hubs or schools, organising additional support with local partners as needed. When an agency is supporting these children, an Early Help Plan and a Lead Professional are helpful to share information and coordinate work alongside the child and family.

For children whose needs are **Intensive**, a coordinated multi-disciplinary approach is usually best, involving either an Early Help Plan or a Shared Family Assessment (SFA), with a Lead Professional to work closely with the child and family to ensure they receive all the support they require. Examples of intensive services are children’s mental health services and Family Solutions.

**Specialist** services are where the needs of the child are so great that statutory and/or specialist intervention is required to keep them safe or to ensure their continued development. Examples of specialist services are Children’s Social Care or Youth Offending Service. By working together effectively with children that have additional needs and by providing coordinated multi-disciplinary/agency support and services for those with intensive needs, we seek to prevent more children and young people requiring statutory interventions and reactive specialist services

## **Appendix D - useful flow charts and contact information**

Online safety resources for students:

### **Childline**

Childline helps anyone under 19 in the UK with any issue they're going through. Children can talk with Childline about anything, whether big or small; their trained counsellors can help. See their website or call free on 0800 1111.

### **BBC Own It**

Updated in relation to COVID-19, this website provides support for young people to take control of their online life. Topics include help and advice, skills and inspiration on matters such as friendships and bullying, safety and self-esteem.

### **BBC Bitesize**

A free online study support resource designed to help with learning, revision and homework. Bitesize provides support for learners aged 5 to 16+ across a wide range of school subjects. It also supports children and young people's wellbeing and career choices; since 20 April daily lessons have been published to help pupils across the UK with home schooling.

Online resources for parents and carers

### **Essex Safeguarding Children Board (ESCB)**

The ESCB is a statutory multi agency organisation which brings together agencies who work to safeguard and promote the welfare of children and young people in Essex. It has produced [guidance](#) for parents and carers to help them understand online safety and exploitation generally.

### **Internet Matters – helping parents and carers keep their children safe online**

A not-for-profit organisation that has a simple purpose – to empower parents and carers to keep children safe in the digital world. See their website for further information.

### **The Children's Society**

A charity fighting child poverty and neglect, and helping all children have a better chance in life. They have produced [information](#) about online safety.

### **The NSPCC (National Society for the Prevention of Cruelty to Children)**

The NSPCC has produced several [online safety guides](#), from setting up parental controls to advice on sexting, online games and video apps.

### **Parent Info**

A website offering expert safety advice in relation to a range of online harms, endorsed by the National Crime Agency's CEOP command.

### **Common Sense Media**

Independent reviews, age ratings, & other information about all types of media for children and their parents.

### **[Parent Zone for families](#)**

A website with a range of digital age resources for families, including guides on digital platforms and trends.

### **[Children's Commissioner](#)**

The Children's Commissioner has published a [digital safety and wellbeing kit for parents, and a safety guide for children](#). The kit and guide have been designed to help ensure children are safe and their wellbeing is looked after while at home during the coronavirus outbreak – when their screen time may be higher than usual.

### **[The UK Council for Internet Safety \(UKCIS\)](#)**

The UK Council for Internet Safety (UKCIS) is a collaborative forum through which the government, the tech community and the third sector work together to ensure the UK is the safest place in the world to be online.

### **[Disrespect Nobody](#)**

Home Office advice on healthy relationships, including sexting and pornography.

Other useful online resources

**[NSPCC - When to call the police](#)**

**[CEOP \(Child Exploitation and Online Protection\)](#)**

**[Childnet](#)**

**[Internet Matters](#)**

**[Net Aware](#)**

**[NSPCC](#)**

**[Parent Info](#)**

**[Safer Internet](#)**

**[UK Council for Internet Safety](#)**