



# **Child Protection Policy**

Principal	Tim Clark
Designated Safeguarding Lead:	Zehra Jaffer (Senior Vice Principal)
Deputy Safeguarding Leads:	Clare DeJode and Catherine Carroll
Designated Governor For Child Protection:	Billy Whitbread
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Department of Education and Local Advice and Guidance	Keeping children safe in education (September 2018) Sexual violence and sexual harassment between children in schools and colleges (May 2018) Working together to safeguard children (September 2016) Children who run away or go missing from home/care(Jan 2014)
	What to do if you're worried a child is being abused – March 2015 Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers March 2015 Hackney CYPs Resource Guide (July 2016) City and Hackney Safeguarding Board's Procedures Hackney Well-Being Framework Sexting in school and colleges: responding to incidents and safeguarding young people (UKCCIS)
Safeguarding Policies	Safer Recruitment; Educational visits, Visitor Welcome Statement, Health and Safety, Critical Incidents, Employee Code of Conduct, Volunteer, Behaviour for Life, Lettings and External Agencies Safeguarding Checklist.
Linked policies	Attendance including Children Missing in Education, Preventing and Tackling Bullying, SEND, Looked After Children, PSHCE, E-Safety, Sex and Relationships, Preventing Radicalisation, Social Media, Acceptable Use, Teaching and Learning and Equality.

<b>Contents</b>	<b>Page</b>
1. Policy Statement	4
2. Aims	4
3. The role of the Academy	4
4. The role of the Designated Safeguarding Lead	5
5. The Role of Academy staff	6
6. Understanding abuse and neglect	7
7. Child Protection Procedures	11
8. The vital role of parents/guardians	12
9. Peer on Peer Abuse	13
10. Sexual violence and sexual harassment	14
11. Vulnerable pupils	14
12. Managing allegations	15
13. Contextual safeguarding	15
14. Specific Safeguarding issues	16
15. Mental Health and Wellbeing	16
16. Child missing from Education	17
17. Child Sexual Exploitation	18
18. So called "Honour Based Violence"	19
19. Preventing Radicalisation	19
20. Online safety	20
21. County lines	25
22. Safeguarding	23
23. Staff conduct	26
24. Visitors to the Academy	26
25. Academy provision to promote well-being and safeguarding	27
26. Alternative provision	27
27. Use of reasonable force	27
28. Whistleblowing	28

29. Appendices:

1. Contacts – Hackney and Haringey Children’s Social Care Services	
2. Child Protection Concern Form	31
3. Child Protection Monitoring Form	32
4. Staff acknowledgement form	33

## **Safeguarding and Child Protection Policy Statement**

Skidders' Academy takes seriously its duty to safeguard and promote the physical and emotional well-being of all pupils. We seek to provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

### **The aims of this policy are:**

- To support an environment in which children and young people feel safe, secure, valued and respected and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse following the Academy's procedures
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure the Academy contributes to assessments of need and support packages for those children
- To draw attention to current specific safeguarding concerns
- To highlight the need for all members of the Academy community to be alert, observant and proactive in matters related to child protection.

### **The role of the Academy**

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Our staff are particularly important as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. The Academy understands the role of and actively contributes to the wider safeguarding network of agencies such as the police, health services and social care to promote the welfare of children and protect them from harm.

Safeguarding and promoting the welfare of children (everyone under the age of 18) is defined in the Keeping Children Safe in Education (DfE – September 2018) 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;
- sharing information and taking prompt action to enable all children to have the best outcomes.

Where a child is suffering significant harm, or is likely to do so, immediate action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk. All staff at the Academy should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life. In the first instance staff should discuss early help requirements with the designated safeguarding lead.

The governing body has appointed a member of the senior leadership team to lead and have oversight of safeguarding and child protection policies and procedures.

**The Designated Safeguarding Lead is Zehra Jaffer (Senior Vice Principal).**

**The Academy has two Deputy Safeguarding Leads - Clare DeJode (Head of Student Services) and Catherine Carroll(Academy Nurse).**

### **The role of the Designated Safeguarding Lead (DSL)**

The Designated Safeguarding Lead takes the lead responsibility for child protection, including support for staff and information sharing with other agencies, developing policies and staff training.

#### **Manage referrals**

- Refer suspected abuse and neglect to Children Social Care
- Provide support and advice to all members of staff within the Academy regarding child protection concerns
- Refer cases to the Channel Programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required

#### **Work with others**

The designated safeguarding lead is expected to:

- liaise with the Principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations; • as required, liaise with the “case manager” and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses and SENCOs) on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

#### **Undertake training**

The DSL and deputies undergo training at least every two years and attend Hackney Trust’s DSL Network Termly Network meetings to provide them with the knowledge and skills required to carry out the role. The DSL and Deputy DSLs have undertaken Prevent awareness training.

The DSLs regularly receive updates from the NSPCC, Safeguarding in Schools, CEOP and Hackney Safeguarding in Education Lead in order to understand and keep up with any developments relevant to the role, so that they:

- Understand the assessment process for providing early help and intervention, as per local procedures and guidance from City and Hackney Safeguarding Children Board (many of our pupils reside in the host local authority of Hackney, but as is the case for many London schools, a significant number of pupils live outside of Hackney and the DSLs have developed a working knowledge of how neighbouring authorities procedures as referrals need to be made to the local authority where a young person resides;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school or college’s child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;

- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

### **Raise Awareness**

At Skinners' Academy, we annually update all staff on basic child protection training together with current safeguarding challenges related to the local and national context. Termly we focus on a specific safeguarding concern, such as Forced Marriages or Gang and Youth violence, this allows for more in depth training on current safeguarding challenges.

The Designated Safeguarding Lead:

- ensures the Academy's child protection policy is reviewed annually and the procedures are updated and reviewed regularly, and works with the governing body regarding this.
- ensures the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the Academy in this; and
- link with the three safeguarding partners to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements. (City and Hackney Safeguarding Children Board).
- Ensures that all staff receive appropriate child protection and safeguarding training, and together with the HR Manager and Assistant Vice Principal leading on staff training maintain training records of all staff.

### **Child protection file**

Where children leave the Academy the DSL ensures their child protection file is transferred to the new school or college as soon as possible. This file is transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt is obtained. Ensure that child protection files are copied for new educational establishments when a child moves.

### **Availability**

During term time the DSL or Deputy DSLs are always be available (during school or college hours) for staff in the Academy to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be available in person, the DSLs are also available via phone. At Skinners' Academy, the designated safeguarding lead is available by phone for any out of hours/out of term activities.

### **The role of Academy staff**

Academy staff are in a key position to identify concerns early, provide help for young people, and prevent concerns from escalating.

All Academy staff have a responsibility to provide a safe environment in which young people can learn.

The Academy's DSL provides support to staff members to carry out their safeguarding duties and liaises with other agencies such as children social services, safer schools officer and Young Hackney.

All Academy staff should be prepared to identify children/young people who may benefit from early help. Early help means providing support as soon as a problem emerges. In the first instance staff should discuss early help requirements with the DSLs.

Any staff member who has a concern about a child's welfare should follow the Academy's referral process as set out below. Staff may be required to support social workers and other agencies following any referral.

The Teachers' Standards 2012 state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All staff members are made aware of systems within the Academy which support safeguarding and these are explained to them as part of the staff induction process, this training covers the child protection policy; the employee code of conduct policy and the role of the designated safeguarding lead. **Copies of these policies and a copy of Keeping Children Safe in Education (Part 1) are provided to staff and all staff confirm reading these three documents by completing the form at the back of this policy.**

All Academy staff members receive regular safeguard training. The Academy delivers an annual staff refresher Child Protection Training and termly more detailed safeguarding training on specific safeguarding issues, in addition there are weekly safeguarding bulletins and staff briefings. All staff members are made aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If a pupil discloses abuse or neglect, all staff are to maintain an appropriate level of confidentiality only liaising with the designated safeguarding lead and/or children's social case.

### **Understanding and identifying abuse and neglect**

Abuse and neglect are forms of maltreatment – a person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, including, via the internet. In the case of female genital mutilation, children may be taken out of the country to be abused. They may be abused by an adult or adults, or another child or children. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. Abuse and neglect can happen over a period of time, but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, including because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so you should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, you can respond to problems as early as possible and the right support and services for the child and their family can be provided. It is important to recognise that a warning sign does not automatically mean a child is being abused.

There are a number of warning indicators which might suggest that a child may be being abused or neglected.



**Some of the following signs might be indicators of abuse or neglect:**

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

There are four main categories of abuse and neglect: physical abuse, emotional abuse, sexual abuse and neglect. Each has its own specific warning indicators, which you should be alert to. Working Together to Safeguard Children (2015) statutory guidance sets out full descriptions.

**Physical abuse**

Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

**Some of the following signs may be indicators of physical abuse:**

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained: bruises or cuts; burns or scalds; or bite marks.

**Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development. Although the effects of emotional abuse might take a long time to be recognisable, Academy staff will be in a position to observe it, for example, in the way that a parent interacts with their child. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunity to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child’s peers.

- Some of the following signs may be indicators of emotional abuse:**
- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
  - Parents or carers who withdraw their attention from their child, giving the child the ‘cold shoulder’;
  - Parents or carers blaming their problems on their child; and
  - Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

### **Sexual abuse and exploitation**

Sexual abuse is any sexual activity with a child. You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.

Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch 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 commit acts of sexual abuse, as can other children.

- Some of the following signs may be indicators of sexual abuse:**
- Children who display knowledge or interest in sexual acts inappropriate to their age;
  - Children who use sexual language or have sexual knowledge that you wouldn’t expect them to have;
  - Children who ask others to behave sexually or play sexual games; and
  - Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy

**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 doesn’t 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. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

- Some of the following signs may be indicators of sexual exploitation:**
- Children who appear with unexplained gifts or new possessions;
  - Children who associate with other young people involved in exploitation;
  - Children who have older boyfriends or girlfriends;
  - Children who suffer from sexually transmitted infections or become pregnant;
  - Children who suffer from changes in emotional well-being;
  - Children who misuse drugs and alcohol;
  - Children who go missing for periods of time or regularly come home late; and
  - Children who regularly miss school or education or don’t take part in education.

### **Neglect**

Neglect is a pattern of failing to provide for a child’s basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter. It is likely to result in the serious impairment of a child’s health or development.

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

**Some of the following signs may be indicators of neglect:**

- Children who are living in a home that is indisputably dirty or unsafe;
  - Children who are left hungry or dirty;
  - Children who are left without adequate clothing, e.g. not having a winter coat;
  - Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
  - Children who are often angry, aggressive or self-harm;
  - Children who fail to receive basic health care; and
- \* Parents who fail to seek medical treatment when their children are ill or are injured.

## **Child Protection Procedures Identifying and Responding**

There are four key steps to follow to help staff identify and respond appropriately to possible abuse and/or neglect.

1. Be alert
2. Question behaviours
3. Ask for help
4. Refer

It may not always be appropriate to go through all four stages sequentially, if a child is in immediate danger or is at risk of harm, the DSL must refer to police or social care without delay, so it is important staff share any concerns in a timely manner to ensure children are safe. Staff members working with children are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When worried about the welfare of a child, staff members should always act in the interests of the child and report any concerns as per Academy procedures as set out below.

### **Skinner's Academy's Child Protection Procedures**

You have a concern about a child / young person's wellbeing, based on:

- a) Something the child/young person/parent has told you
- b) Something you have noticed about the child/young person/parent's behaviour, health, or appearance
- c) Something another professional said or did

Even if you think your concern is minor, the DSL may have more information that, together with what you know, represents a more serious worry about a child. It is never your decision alone how to respond to concerns – but it is always your responsibility to share concerns, no matter how small.

1. **Decide whether you need to find out more** by asking the child / young person, or their parent to clarify your concerns, being careful to use open questions: ...beginning with words like: 'how', 'why', 'where', 'when', 'who'?
2. **Let the child/young person/parent know what you plan to do next** if you have heard a disclosure of abuse or you are talking with them about your concerns. Do **not** promise to keep what s/he tells you secret. ...for example, 'I am worried about your bruise and I need to tell Mrs Jaffer so that she can help us think about how to keep you safe'
3. **Inform the DSL immediately.** If the DSL is not available, inform the Deputy DSLs. If neither are available, speak to the Principal. If there is no other member of staff available, you must make the referral yourself to Children Social Services.
4. **Make a written record** using the Child Protection Forms available on the P:drive or Reception/Staffroom as soon as possible after the event, noting:
  - a. Name of child
  - b. Date, time and place
  - c. Who else was present
  - d. What was said / What happened / What you noticed ... speech, behaviour, mood, drawings, games or appearance
  - e. If child or parent spoke, record their words rather than your interpretation
  - f. Analysis of what you observed and why it is a cause for concern

- g. Staff should maintain an appropriate level of confidentiality whilst at the same time liaising with the DSL and children's social care.
5. The DSL may **take advice from the City and Hackney Safeguarding Children Board(CHSCB) or Hackney Children Social Services (FAST)** on the best way to proceed.
6. The DSL will make a decision whether to **refer** the matter to the appropriate Local Authority's Children Social Care Department. The referral will note all previous interventions by the school with the child, any relevant history relating to the child, their siblings or the family.
7. The **DSL shares information with other relevant professionals**, recording reasons for sharing information and ensuring that they are aware of what action the other professionals will take as a result of information shared. The DSL will be open and honest with the individual(s) concerned 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.
8. The **DSL informs parent that they have made a CP referral**, if the parent does not already know, and if there is no reason not to let them know. Children Social Services may suggest to delay informing the parent in cases of suspected sexual abuse, or where informing the parent might put the child at further risk, to prevent the child being harmed or intimidated (and retracting their disclosure) or in cases of suspected Fabricated or Induced Illness by proxy, the parent is not informed that this is being considered.
9. The **DSL remains in close communication with other professionals around the child/young person** and with the family, in order to share any updates about the child / young person. If a child protection investigation is pursued, the DSL and other key school staff will:
  - Work closely and collaboratively with all professionals involved in the investigation, to keep the child / young person safe
  - Attend a child protection conference when invited and provide updated information about the child
  - Attend any subsequent child protection review conferences.
  - Attend core group meetings and take an active role in the implementation of the protection plan.

### **Information Sharing**

Information sharing is vital to safeguarding and promoting the welfare of children and young people. A key factor identified in many serious case reviews (SCRs) has been a failure by practitioners to record information, to share it, to understand its significance and then take appropriate action. Children may disclose abuse, in which case the decision to share information is clear. In other cases, for example, neglect, the indicators may be more subtle and appear over time. In these cases, decisions about what information to share, and when, will be more difficult to judge. Everyone should be aware of the potential for children to be sexually exploited for money, power or status and individuals should adopt an open and inquiring mind to what could be underlying reasons for behaviour changes in children of all ages. If a member of the Academy community has concerns about a child's welfare, or believes they are at a risk of harm, they should share the information as per the Academy's child protection procedures. Security of information sharing must always be considered and should be proportionate to the sensitivity of the information and the circumstances. If it is thought that a crime has been committed and/or a child is at immediate risk, the police will be notified without delay, where possible the DSL will seek the advice of the Academy's Safer Schools Officer.

***The most important consideration is whether sharing information is likely to safeguard and protect a child.***

### **The vital safeguarding role of parents/carers**

All children, young people and their families have access to the Child Protection Policy via the Academy website. As children transition to the Academy from primary school it is expected pupils become more independent, as they prepare to become young adults and as such have to make choices which affects their well-being or they may find themselves in vulnerable situations which may put them at risk from maltreatment or harm. These dangers may come from a variety of sources, such as social media, potential groomers and/or their peer group.

The Academy recognises, respects and values the safeguarding role of parents and in many cases parents may be unaware of the risks their child is exposed to; it is important that parents have this information to ensure they can put in place the necessary safeguards. The Academy's DSL will seek advice from external agencies before sharing information with parents to ensure there are no safeguarding concerns, which could put the child at further risk of harm and also, to offer the family support of services such as from the Academy Counsellor, Family Support Worker or Young Hackney. We recognise that each family may respond differently, but the key outcome of conversations with parents/carers is to ensure the well-being of the children concerned, however if the response raises concern the DSL will refer to Children Social Services.

### **Managing Peer on Peer Allegations**

Children can abuse other children. This is generally referred to as peer on peer abuse. Peer on peer abuse can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

The Academy has put in place safeguards to reduce the likelihood of peer on peer allegations. There is an established ethos of respect, friendship, courtesy and kindness with a clear, high profile Behaviour for Life Policy which sets out the Academy's expectations and consequences for unacceptable behaviour together with visible staff presence. The Academy seeks to educate all pupils on healthy relationships through the curriculum, however we recognise despite this we need to be alert to peer on peer abuse. Regardless of the perpetrator's age abuse is abuse and will not be tolerated or passed off as "banter" or "part of growing up".

The presence of one or more of the following points in situations where there has been sexual activity between children should always trigger concern:

- There is an age difference of two years or more between the children
- One of the children is significantly more dominant than the other
- One of the children is significantly more vulnerable than the other eg. in terms of disability, confidence, physical strength
- There has been some use of threats, bribes or coercion to secure compliance or to maintain secrecy

Any peer on peer allegation must be referred to the DSL immediately, using the Academy's child protection procedures as set out above. Where a concern regarding peer on peer abuse has been disclosed to the DSL(s) advice and guidance will be sought from Children Social Services and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted. Working with external agencies there will usually be an Academy response to the unacceptable behaviour, for example, if a pupil's behaviour negatively impacts on the safety and welfare of other pupils then safeguards will be put in place to promote the well-being of the pupils affected, the victim and perpetrator will be provided with support to prevent any reoccurrence of improper behaviour. Support will come from a variety of agencies either based in the Academy or beyond, such as Young Hackney or Empower.

## **Sexual violence and sexual harassment between children in schools and colleges**

The Department for Education has published detailed advice on sexual violence and sexual harassment between children in schools and colleges. A summary is below:

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Schools and colleges should consider the following:

It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys. Schools and colleges should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts, vaginas and penises. Dismissing or tolerating such behaviours risks normalising them.

Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable. Disabled and deaf children are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children.

### **Vulnerable pupils**

Amongst the pupil body in the Academy there are those pupils who are more vulnerable to safeguarding concerns:

1. Looked after Children
2. Children with Special Educational Needs and Disabilities (SEND)
3. Young Carers

### **Looked after children**

#### **Designated Teacher for Looked After Children (LAC) Anna Hua**

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The designated teacher will have responsibility for promoting the educational achievement of certain previously looked after children as well as those in looked after care. This designated teacher will have appropriate training and the relevant qualifications and experience. The Academy’s Designated Teacher works closely with the virtual school head and child’s social worker to ensure the Academy has the information they need in relation to the looked after status, care arrangements and the levels of authority delegated to the carer.

### **Children with SEND**

**Acting Special Needs Co-ordinator**

**Jenny Legge**

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers. To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEN and disabilities.

When applying disciplinary measures such as restraint or isolation in response to incidents involving children with SEN and disabilities, schools and colleges should consider the risks

carefully, given the additional vulnerability of the group. To safeguard a pupil or student and others, it may be necessary to use restraint and yet restraint is likely to impact on the well-being of the child. The Academy will seek to plan positive and proactive behaviour support, to reduce the occurrence of risky behaviour and the need to use restraint.

### **Young carers**

In many families, children contribute to family care and well-being as a part of normal family life. The Regulations that currently relate to young carers are contained within the Young Carers (Needs Assessments) Regulations 2015 and came into force on 1st April 2015.

Under the Children and Families Act 2014 the definition of young carer is a person under 18 who provides or intends to provide care for another person. The concept of care includes practical or emotional support, and 'another person' means anyone within the same family, be they adult or child.

Caring responsibilities can significantly impact upon a child's health and development. Many young carers experience:

- Social isolation;
  - A low level of school attendance;
  - Some educational difficulties;
  - Impaired development of their identity and potential;
  - Low self-esteem;
  - Emotional and physical neglect;
  - Conflict between loyalty to their family and their wish to have their own needs met.
- (London Children Protection Procedures 2016)

### **Contextual Safeguarding**

Contextual Safeguarding seeks to understand child protection risks from beyond the family. This becomes of increasing importance for adolescents who naturally begin to spend more time out of their home and under the influence of their peers. In the neighbourhood, young people can be negatively affected by a range of risks as they spend more and more time in retail areas, open spaces, and on public transport. Those seeking to safeguard young people therefore need to assess and intervene in these places.

### **Managing Allegations against teachers and other staff (please see separate policy)**

Allegations of abuse can be made by children and young people and they can be made by other concerned adults. All allegations against staff or volunteers should be immediately brought to the attention of the Principal only. If an allegation is made against the Principal, this should be brought to the attention of the Chair of Governors.

In accordance with Working Together (2015), where an organisation has received an allegation that a volunteer or member of staff who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.



In all cases, the Designated Officer at the local authority, who is one of the Child Protection Advisers, should be notified and advice sought.

**Specific safeguarding issues** (Keep Children Safe in Education – Part 1)

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger. All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), sexual violence, sexual harassment and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- abuse (DfE advice for practitioners)
- bullying including cyberbullying (DfE advice for headteachers, staff and governing bodies)
- criminal exploitation of children and vulnerable adults county lines (Home office guidance)
- children missing education (DfE advice for schools) and Annex A
- child missing from home or care (DfE statutory guidance)
- child sexual exploitation advice for practitioners (DfE advice for practitioners)
- domestic abuse (Home Office advice)
- drugs (DfE and ACPO advice for schools) Draft for consultation
- fabricated or induced illness (DfE, Department for Health and Home Office statutory guidance)
- faith based abuse (national action plan)
- female genital mutilation (multi agency statutory guidance) and female genital mutilation (Home Office advice)
- forced marriage (Foreign and Commonwealth Office and Home Office advice)
- gangs and youth violence (Home Office advice)
- gender based violence/violence against women and girls (Home Office strategy) gender-based violence/violence against women and girls (Home Office information)
- hate (educate against hate website)
- mental health (DfE advice for schools)
- missing children and adults (Home Office strategy)
- private fostering (28 days or more- Children Act 1989- statutory guidance for local authorities)
- preventing radicalisation (Home Office Statutory Prevent guidance) and protecting children from radicalisation (DfE Prevent advice for schools)
- relationship abuse (disrespect nobody website)
- sexual violence and sexual harassment between children in schools and colleges (DfE advice for schools and colleges)
- sexting (UK Council for Child Internet Safety advice for schools and colleges)
- trafficking and modern slavery (DfE and Home Office guidance)

**Mental Health and Wellbeing – please see Academy's Wellbeing Policy**

Some children can be more vulnerable than others to issues such as depression, anxiety, self-harm or eating disorders. If there are children in school who have experienced abuse, bullying, bereavement, have learning difficulties or are in care for example, school staff may need to be vigilant to potential emotional and behavioural problems. Exam time can also be a time when children experience increased levels of stress and may need extra emotional support. The Childline website has resources and advice for children about exam stress. Signs of possible mental health issues. There may be cause for concern if staff notice certain changes in a pupil's appearance or behaviour such as:

- noticeable weight loss or gain
- physical injuries
- change in personality i.e. mood swings
- frequently missing lessons
- social isolation
- lethargy and

disinterest • tearfulness or appearing anxious • lack of focus in class • change in educational performance.

### **Children and the court system**

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis. In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. *The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation.*

### **Further information a Child Missing from Education**

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education. A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation.

The Attendance Officer and the Pastoral Team at the Academy investigate any unexplained absence. The Academy will undertake its best endeavours to ensure there are two emergency contact numbers for each pupil. All staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage.

The law requires all schools to have an admission register and an attendance register. The Academy places all pupils on both registers. Pupils are placed on the admission register at the beginning of the first day on which the Academy has agreed, or been notified, that the pupil will

attend. If a pupil fails to attend on the agreed or notified date, the Academy will notify the local authority at the earliest opportunity to prevent the child from going missing from education.

It is important that the admission register is accurate and kept up to date. The Academy will regularly encourage parents to inform us of any changes whenever they occur. This can assist the Academy and local authority when making enquiries to locate children missing education.

The Academy monitors attendance and addresses it when it is poor or irregular. **It is imperative that class registers are marked accurately.** The Academy informs the local authority of any pupil who fails to attend school regularly, or has

been absent without the Academy's permission for a continuous period of 10 school days. During the ten-day period every effort will be taken by the Academy to contact the family to understand the reason for absence and where possible implement strategies for the prompt return to education.

Where a parent notifies the Academy that a pupil will live at another address, this is recorded in the admission register:

- the full name of the parent with whom the pupil will live;
- the new address; and
- the date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies the Academy that the pupil is registered at another school or will be attending a different school in future, this is recorded in the admission register:

- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school.

The Academy will verify the attendance of the pupil at the new school before deregistering. The Academy notifies the local authority within five days of when a pupil's name is added to the admission register. We will provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests such information to be provided.

The Academy also notifies the local authority when a pupil's name is to be deleted from the admission register under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register. This duty does not apply where the pupil has completed the Academy's final year, unless the local authority requests for such information to be provided. A pupil's name can only be deleted from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if the Academy and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries. Advice on carrying out reasonable enquiries can be found in the Children Missing Education guidance.

Where the Academy notifies the local authority that a pupil's name is to be deleted from the admission register, we will provide the local authority with:

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;
- at least one telephone number of the parent with whom the pupil lives;
- the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;
- the name of pupil's destination school and the pupil's expected start date there, if applicable; and
- the ground in regulation 8 under which the pupil's name is to be deleted from the admission register.

Schools and local authorities should work together to agree on methods of making returns. When making returns, the Academy will highlight to the local authority where we have been unable to obtain the necessary information from the parent, for example in cases where the child's destination school or address is unknown. The Academy will consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns. It is essential that schools comply with these duties, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be at risk of being

harmed, exploited or radicalised. The department provides a secure internet system – school2school – to allow schools to transfer pupil information to another school when the child moves. All local authority maintained schools are required, when a pupil ceases to be registered at their school and becomes a registered pupil at another school in England or Wales, to send a Common Transfer File (CTF) to the new school. Academies (including free schools) are also strongly encouraged to send CTFs when a pupil leaves to attend another school. Independent schools can be given access to school2school by the department.

The school2school website also contains a searchable area, commonly referred to as the 'Lost Pupil Database', where schools can upload CTFs of pupils who have left but their destination or next school is unknown or the child has moved abroad or transferred to a non-maintained school. If a pupil arrives in a school and the previous school is unknown, schools should contact their local authority who will be able to search the database.

### **Further information on child sexual exploitation**

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. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

### **Further information on so-called 'honour based' violence (HBV)**

Honour-based violence encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead.

FGM mandatory reporting duty FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies

### **Forced marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats

or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. The Academy can play an important role in safeguarding children from forced marriage.

### **Further information on Preventing Radicalisation**

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

### **Prevent**

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), 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 applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 ("the Prevent guidance"). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. In response to the Prevent duty the Academy has a Preventing and Tackling Extremism policy which sets out the Academy's safeguarding procedures and takes into account local safeguarding procedures. Any staff member who has a concern about any pupil or pupils being at risk of radicalisation must report this concern to the DSL.
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. In the Autumn Term 2014 prior to the Prevent Duty coming into force the Academy staff received training from the local Prevent police officer – Workshop Raising Awareness on Prevent. Since then the DSL(s) update new staff on this key safeguarding concern.

- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. The Academy has in place filters and words/phrases are continually reviewed. Pupils causing concern with their internet use are challenged. The Academy gives curriculum time to teach pupils about online safety more generally. The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support. This advice is made available to all staff on the P:drive.

### **Channel**

School staff through the DSL should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to cooperate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels<sup>16</sup>. 15 Guidance issued under section 36(7) and section 38(6) of the CTSA 2015 in respect of Ch

### **Online Safety**

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

### **Sexting**

Guidance from Kidscape, the anti-bullying charity, says sexting is the act of exchanging messages, images or videos of a sexual nature through digital communications platforms such as text message, social media or mobile apps. It refers explicitly to self-generated content.

#### **Why do young people sext?**

Young people may engage in sexting for a number of reasons, most commonly because they:

- think it is normal, as "everyone else is doing it";
- are in a relationship with the receiver;
- are asked by another to do so, and feel pressurized to please;
- think it is a private exchange between them and the receiver;
- are trying to impress or be perceived as desirable;
- are blackmailed or harassed into it.

#### **What are the consequences?**

Sexting is rarely a private, harmless act. Once it has been sent, the sender no longer has any control of where it ends up. If a message is shared, it opens young people up to many forms of abuse or exploitation such as bullying, blackmail and/or public humiliation. In certain cases, legal action may even be taken.

## **The law**

Much of the complexity in responding to youth produced sexual imagery (sexting) 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. 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.

## **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. 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 below. 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. 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.

## **Skidders' Academy Response**

All incidents involving youth produced sexual imagery should be responded to in line with the Academy's child protection policy as per the *Sexting in schools and colleges: Responding to incidents and safeguarding young people* guidance from the UK Council for Child Internet Safety (2016). When an incident involving youth produced sexual imagery comes to the attention of a staff member, it should be reported to the DSL without delay. The DSL will hold an initial review meeting with appropriate school staff and there would be subsequent interviews with the young people involved (if appropriate). Parents would 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 would be made to children's social care and/or the police immediately.

Disclosures about sexting can happen in a variety of ways. The young person affected may inform the DSL or any member of the Academy staff. They may report through an existing reporting structure, or a friend or parent may inform someone in the Academy, or inform the police directly.

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 the Academy is a last resort and they may have already tried to resolve the issue themselves. 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 care<sup>16</sup> 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 13
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 the Academy may decide to respond to the incident without involving the police or children's social care (the Academy 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. The decision should be made by the DSL with input from the Principal and 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 Academy'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

### **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?

### **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 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 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.

### **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.

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 Principal.
- Viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the Principal
- Ensure viewing takes place with another member of staff present in the room, ideally the Principal or a member of the senior pastoral 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 offices of the safeguarding team
- 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.

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 Academy 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, the DSLs formally authorised by the Principal 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 DSL 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. 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. 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 are 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 the Academy may invoke disciplinary measures to discourage young people from sharing, creating or receiving images in line with its own behaviour policies.

### **Further information on child criminal exploitation: county lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

### **Further information on domestic 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 • emotional.

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. Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

NSPCC- UK domestic-abuse signs symptoms effects

Refuge what is domestic violence/effects of domestic violence on children

### **Safeguarding**

*The following sections refer to key aspects of the Academy's work which proactively seeks to safeguard our pupils from potential harm or maltreatment. More information can be found in individual policies.*

### **Safer Recruitment**

At least one member of staff on every recruitment panel has undertaken training in Safer Recruitment.

Safer Recruitment processes aim to:

1. Deter potential abusers by setting high standards of practice and recruitment.
2. Reject inappropriate candidates at the application and interview stages
3. Prevent abuse to children by developing robust policies and agreeing on safe practice

More information is available in the Academy's Safer Recruitment Policy.

## **Staff Conduct**

In order to protect children, young people and members of staff, we encourage staff to follow our professional code of conduct. This covers appropriate dress, the use of appropriate boundaries, social contact outside setting (including on social networking sites), the receiving and giving of gifts and favouritism, and the safe use of technology.

- Being alone with the child / young person
- Physical contact / restraint
- Social contact outside setting / appropriate boundaries
- Gifts & favouritism
- Behaviour management
- Intimate care
- Safe use of technology (Security / Internet / mobile phones / digital images of children, etc)
- Appropriate use of social networking sites

Appropriate and safe staff conduct is supported in the following policies:

- Safer Recruitment including Single Central Record
- Equality Policy
- Disciplinary and Capability
- Grievance Policy
- Code of Conduct

All paid and unpaid members of staff, including school governors, receive regular basic awareness child protection training.

## **Visitors**

The Academy encourages parents to take a full an active part in their children's education. This may require parents to meet with Academy staff, we request parents to make an appointment as teaching will always be a priority for our staff, unless the matter is a safeguarding concern then a senior member of staff will meet with the parent.

Partnerships with external agencies enrich the curriculum, but also carry safeguarding risks. All staff members are required to complete the External Agency Safeguarding Checklist before inviting a speaker/workshop/consultant to meet with the children. When managing visitors the following points must be adhered:

- All visitors must sign in at the main reception and wear name badges at all times.
- No visitors, including trades people, should be allowed to wander around the premises unaccompanied when children and young people are present
- Staff should be alert to strangers frequently waiting outside a venue with no apparent purpose.
- Pupils are allowed to leave the premises at the end of the day without a parent/carer. If a pupil needs to leave during the day a written note must be in the pupil's planner confirming the date and time of an appointment. Children should not be collected by people other than their parents unless written notification has been received in advance.

## **Alternative provision**

The Academy will seek confirmation from alternative provision organisations that safer recruitment has been conducted on staff working with the Academy's pupils.

## **Academy provision to promote well-being and safeguarding**

Many other aspects of Academy provision support the aims of this policy. Schools play an important role in making children and young people aware both of behaviour towards them that is not acceptable, and of how they can help keep themselves safe.

The non-statutory framework for personal, social and health education (PSHE) provides opportunities for children and young people to learn about keeping safe. PSHE curriculum materials provide resources that enable schools to tackle issues regarding healthy

relationships, including domestic violence, bullying and abuse. Discussions about personal safety and keeping safe can reinforce the message that any kind of violence is unacceptable, let children and young people know that it is acceptable to talk about their own problems, and signpost sources of help.

Other aspects of provision that support this policy are:

- Social and Emotional Aspects of Learning (SEAL)
- Academic Resilience
- Citizenship Curriculum
- Sexual Health Initiatives
- School Nurse checks
- Safe Space Discussions

There is a strong culture of listening to children and making sure that what they say about safeguarding issues is taken seriously. Pastoral leaders meet with pupils formally once every half-term to discuss key safeguarding issues including the delivery and relevance of the PSHCE programme.

### **Use of Reasonable Force**

The law forbids a teacher or other members of staff from using any degree of physical contact that is deliberately intended to punish a pupil, or that is primarily intended to cause pain or injury or humiliation. Teachers are allowed to use reasonable force to control or restrain pupils under certain circumstances. In some circumstances, teachers and authorised members of staff can restrain pupils in order to protect them and others. See Skinners' Reasonable Force Guidelines.

Any concerns or allegations that a member of staff may have acted inappropriately should be brought to the Principal's attention immediately, in confidence. The Principal, in turn, will contact the Designated Officer at the local authority.

### **Whistle-blowing Procedures**

All staff should feel confident to raise concerns regarding the Academy's safeguarding procedures. In the first instance the matter should be raised with the DSL – Zehra Jaffer. If the matter remains unresolved then the member of staff should report the matter in confidence following the Academy's Whistleblowing policy. Where a staff member feels unable to raise an issue with the Academy or feels their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at- Advice on [whistleblowing.gov.uk/whistleblowing](https://www.whistleblowing.gov.uk/whistleblowing)
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## **Appendix 1**

### **Worried About a Child?**

London Borough of Hackney

Please contact;

Hackney First Access Screening Team (FAST)

**0208 356 5500**

City of London Children & Families Team

**0207 332 3621**

For out of hours (5pm – 9am), please contact the Emergency Duty Team

**0208 356 2710**

Worried about Exploitation? Call the NSPCC Exploitation Helpline

**0808 800 5000**

### **Haringey**

Please use the numbers below to contact staff for advice:

- Monday to Thursday 8.45am to 5pm; Friday 8.45am to 4.45pm  
Tel: 020 8489 4470
- Out of office hours, including weekends  
Tel: 020 8489 0000

Please only use the out of hours number if you are calling outside normal working hours. When ringing out of hours your call will be logged by our call centre Vangent who will take brief details. An out of hours social worker will ring you back. Do not use this number if a child needs immediate assistance from the Police or Ambulance Services. In these cases call 999.

**Appendix 2**

**Child Protection Concern Form**  
**This form must be used when there is a disclosure of abuse**

Child's Name :			
Child's DOB :			
Male/Female :	Ethnic Origin :	Disability Y/N :	Religion :
Date and time of concern :			
Your account of the concern : (what was said, observed, reported and by whom)			
Additional information : (your opinion, context of concern/disclosure)			
Your response : (what did you do/say following the concern)			
Your name :		Your signature :	
Your position in school :		Date and time of this recording :	
Action and response of DSL			
Feedback given to member of staff reporting concern:		Information shared with any other staff? If so, what information was shared and what was the rationale for this? When was the information shared?	
Name: .....		Date:.....	

**Appendix 3**

**Child Protection Monitoring Form**

This form to be used for concerns which, on their own do not evidence abuse or neglect.

<b>Pupil Name</b>	<b>Year Group</b>
<b>Nature of Concern</b>	
<b>Date information shared with DSL:</b>	
Concern - Please include what was said / When it happened / Where it happened/ Who else was present/what you observed  If child or parent spoke, record their words rather than your interpretation	
<b>Staff Name</b>	<b>Role</b>
<b>Date</b>	