

Child Protection Policy

UNCRC Articles 3, 16 and 19 (pages 2 & 5)

Reviewed by:	Teaching, Learning & Curriculum Committee
Signed (Governing Body):	
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Produced by Turton School

CHILD PROTECTION POLICY

The purpose of this policy is to provide clear direction to all staff and other adults about expected codes of behaviour in dealing with child protection issues. All procedures adhere to the guidelines set out in the Bolton Safeguarding Children's Board Framework for Action.

The whole school is committed to the development of good practice and sound procedures that ensure that child protection concerns and referrals are handled sensitively, professionally and in ways which support the needs of the child.

This Child Protection policy is underpinned by the UNCRC, with particular reference to article 3 '***all organisations concerned with children should work towards what is best for each child***' and article 19, '***governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them.***'

Introduction

Turton School is concerned that all students remain safe and free from harm. The aim of this policy is to safeguard and promote our students' welfare, safety, health and guidance by fostering an honest, open, caring and supportive environment. The students' welfare is of paramount importance.

This policy applies to all teaching and non-teaching staff, governors and visitors and we fully recognise the contribution we can make to protect children and support the Common Assessment Framework (CAF). Our policy consists of a) prevention b) protection c) support.

Children includes everyone under the age of 18.

School Commitment

We recognise that high self-esteem, confidence, supportive friends and clear lines of communication, with a trusted adult, help all children and especially those at risk of, or suffering from, abuse.

Our school will therefore:

- a) Establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to. This is achieved through a committed pastoral team who work together to support children and have empathy and compassion for their issues and concerns.
- b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. Pastoral teams make a point of knowing students and enable students to have access to their Group Tutor, Pastoral Leader, Learning Mentor or in some instances school counsellor.

- c) Include in the PSHE curriculum areas of study which can equip children with the skills they need to stay safe from abuse and which will help develop realistic attitudes to the responsibilities of adult life.
- d) Ensure effective multi-agency working and effective collaboration and relationship with parents.

Framework for Action

Child protection is the responsibility of all adults, especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Bolton Safeguarding Children Board (BSCB).

Turton has close working links with all relevant agencies ensuring that children at risk receive the relevant support and guidance. In line with the Framework for Action, Turton School adopts a multi-disciplinary approach to protecting children at risk.

Early Help

In line with Bolton's Framework for Action, the school offers a myriad of 'Early Help' packages to support the well-being of children and families by tackling emerging needs at the earliest opportunity. Many of these are delivered through Student Support following an Early Help assessment. They may include support in accessing additional services.

Roles and Responsibilities

School and College Staff

- All school and college staff have a responsibility to provide a safe environment in which children can learn.
- All school and college staff have a responsibility to identify children who may be in need of extra help or who are suffering or likely to suffer significant harm. All staff then have a responsibility to take appropriate action.
- In addition to working with the designated lead, staff members should be aware that they may be asked to support social workers to take decisions about individual children.
- Safeguarding incidents could happen anywhere and all staff will be alert to possible concerns being raised in this school.

All adults working with, or on behalf of, children have a responsibility to safeguard and promote the welfare of children. There are, however, key people who have specific responsibilities under Child Protection Procedures.

Designated Senior Person

Designated Senior Person – Mrs Ursula Hodgson (Deputy Head Teacher - Pastoral)

Deputy Designated Person – Mrs Diane Thompson (Pastoral Manager)

Deputy Designated Person - Mrs Leanne Cowburn (Pastoral Manager)

The role of the designated person is key to ensuring that proper procedures and policies are in place and are followed with regard to child protection issues. Broad areas of responsibility are:-

- To refer cases of suspected abuse or allegation to the relevant investigating agencies.
- Act as a source of support, advice and expertise, within school, when deciding whether to make a referral, by liaising with relevant agencies.
- Liaise with the Head Teacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.

Head Teacher

The Head Teacher has line management responsibilities for the Designated Senior person for child protection. He/she will ensure procedures are in place for handling cases of suspected abuse.

- Liaise with the nominated governor on child protection issues and school policy.
- Ensure that the Designated Senior person receives appropriate training and support.
- Ensure that all staff know and are alert to signs of possible abuse and know what to do if they have concerns.
- Make parents aware of the school's child protection policy.
- Establishing a safe environment where children feel safe and can learn and develop.

Responsibilities of the Governors

- Have child protection policy and procedures in place and make this available to parents on request.
- Operate safe recruitment procedures.
- Have procedures for dealing with allegations of abuse against members of staff.
- Ensure the Head Teacher, Designated Senior Person and all other staff undertake appropriate training for child protection.
- Nominate a member of the governing body responsible for child protection each year.
- Ensure that there are safe and effective recruitment policies and disciplinary procedures in place which adhere to The Education Regulation 2003.
- Ensure that children at risk receive the relevant support and guidance. Turton School adopts a multi-disciplinary approach to protecting children at risk. As such the Common Assessment Framework is used when we consider that a child has needs that cannot be met solely by the school's resources and we believe co-ordinated intervention is required to promote, safeguard or protect the welfare of the child. The request for co-ordinated support via the Common Assessment Framework should always be discussed with parents, unless to do so would place the child or others at risk of harm.
- Owen Hughes, Chair of Governors, is the nominated governor for Child Protection and will liaise with the local authority and/or partner agencies on issues of child protection where necessary.

Procedures

- The Designated Senior Person (Ursula Hodgson) is the first point of contact for parents, students, teaching and support staff, external agencies and any other in all matters of child protection.
- Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.

Initial Complaint

A member of staff suspecting or hearing a complaint of abuse:

- Must listen carefully to the child and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place.
- Must not ask leading questions.
- Must reassure the child, but not guarantee confidentiality and explain the need to pass the information to the Designated Officer.
- Must keep a written record of the conversation, which should be handed to the Designated Person on referral.
- Ms Gorse will keep all records of Child Protection cases. These are kept securely and separately from the main student file.

Referral

- Ursula Hodgson (Designated Person) is the first point of contact for parents, students, teaching and support staff, external agencies and any other in all matters of Child Protection.
- All suspicion or complaints of abuse must be reported to the Designated Person (Ursula Hodgson) or the deputy (Diane Thompson) in her absence, immediately. Ursula Hodgson will brief the Head Teacher on all cases.
- Where it is believed that a child is suffering from, or at risk of, significant harm the Designated Person will follow procedures set out in Bolton Area Child Protection Committee Procedures (ACPC).
- At this stage referrals may be made to one or more of the following: Social Services, Health, Police, Education welfare.
- Parents/guardians will be contacted providing that this does not put the child at further risk.
- The Designated Person (Ursula Hodgson) will attend strategy meetings, Child in Need meetings and Child Protection conferences. This duty may be passed on to the Deputy Designated Person, or a Pastoral Leader, who knows the student well.
- If there is a risk of immediate serious harm to a child a referral should be made to Children's Social Care immediately. Anybody can make a referral. Concerns should always lead to help for the child at some point.
- All staff may raise concerns directly with Children's Social Care Services. Contact numbers are:-

Local Authority Designated Officer	01204 337474
Duty Social Worker	01204 337408
Out of Hours	01204 337777

Training

All staff and governors will have access to Child Protection training, which is relevant and appropriate to their role. All staff at Turton School have received basic awareness training and refresher training is available every three years.

The Designated Senior Person (Ursula Hodgson), her deputy (Diane Thompson) and all Pastoral Leaders receive more in-depth training through the Local Authority's recognition and response course. This is updated annually. All training will be reported to Governors' Teaching, Learning and Achievement Committee.

Confidentiality (See Appendix 8)

Article 16 (UNCRC), '***Children have the right to privacy.***'

- The only purpose of confidentiality in respect to Child Protection is to benefit the child.
- Information is shared on a 'need to know' basis in order to protect the child; otherwise all records must be kept safe and confidential.
- When a child discloses information to a member of staff, the member of staff must never guarantee confidentiality to a child, as professionals can only work together to safeguard children if there is an exchange of relevant information between them. Staff should advise the child that information may have to be passed onto Ursula Hodgson (Designated Senior Person) in order that we can fully support and protect them in relation to their issue.
- Wherever possible, consent should be obtained from the child before sharing information with third parties. In some cases obtaining consent may not be possible or in the best interest of the child. The safety and welfare of the child necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case and legal advice should be sought if in doubt.

Supporting Students at Risk

Turton School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self worth and participate positively in school. School may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may be challenging. At Turton we endeavour to support students through:-

- The curriculum, to encourage self-esteem and self-motivation.
- The school ethos, which promotes a positive, supportive and secure environment, where everyone is respected and valued.
- The implementation of school behaviour management policies.
- A strong pastoral network.
- Regular liaison with other professionals and agencies that support children and families.
- A commitment to develop supportive relationships with parents.
- A responsive and knowledgeable staff group trained to respond appropriately to child protection situations.

Safeguarding Children in Specific Circumstances

- **Child Sexual Exploitation** is a form of child abuse which involves children and young people receiving something in exchange for sexual activity. Where child sexual exploitation, or the risk of it, is suspected, safeguarding procedures should be triggered, including a referral to Children's Social Care.
- **Female Genital Mutilation** - The Prohibition of Female Genital Mutilation Act 2003 makes female genital mutilation an offence. It carries a risk of physical damage, psychological damage and in some cases death. It is an act of extreme violence against women and children. All reported incidents or concerns will be referred directly to Children's Social Care.
- **Children Missing Education** - Children with repeated or extended, unexplained absence are vulnerable and may be experiencing abuse or neglect. Concerns should be discussed initially with the Designated Officer (Ursula Hodgson).
- **Children who are Looked After** - Children who are looked after have particular vulnerabilities in relation to Child Protection. Staff training raises staff awareness of those potential vulnerabilities and as well as offering guidance in supporting children who are looked after, also highlights procedures in relation to protecting children who are looked after.
- **On-Line Abuse** - Over the last few years there has been an increasing awareness that child abuse can occur on-line. Such incidents will be regarded as issues for Safeguarding and protecting young people.
- **Forced Marriage** will also be regarded as an issue for safeguarding and protecting young people.

The Appointment of Staff

The recruitment and selection process for prospective employees and subsequent offers of employment will be conditional, subject to a positive 'Disclosure Barring Service' check and employer references.

Allegations Against Staff

The school procedures for dealing with allegations against staff aim to strike a balance between the need to protect children from abuse and the need to protect staff from false or unfounded allegations. A school employee who is the subject of an allegation of abuse may be suspended pending the outcome of the investigation. This is decided by the Head Teacher. Suspension will not be an automatic response to an allegation, the Head Teacher will take into account the seriousness and plausibility of the allegations, the risk of harm to the student concerned or other students and the possibility that evidence has been tampered with, as well as the interests of the person concerned and the school. Suspension would be a neutral act, not a disciplinary sanction and would be on full pay.

Any investigation will be carried out as promptly as possible. Disciplinary action may, or may not, be taken following the outcome of any investigation.

Allegations against members of staff will be referred immediately to the Local Authority Designated Officer (LADO) - Paula Williams, contact: 01204 337474.

Monitoring

The Designated Senior Person (Ursula Hodgson) will monitor the operation of this policy and its procedures and make an annual report to the Governing Body.

Sexting Policy

Introduction

'Sexting' is one of a number of 'risk-taking' behaviours associated with the use of digital devices, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated. However Turton School takes a proactive approach in its ICT and Enrichment programmes to help students to understand, assess, manage and avoid the risks associated with 'online activity'. The school recognises its duty of care to its young people who do find themselves involved in such activity as well as its responsibility to report such behaviours where legal or safeguarding boundaries are crossed.

There are a number of definitions of 'sexting' but for the purposes of this policy sexting is simply defined as:

- Images or videos generated by children under the age of 18, or
- of children under the age of 18 that are of a sexual nature or are indecent.

These images are shared between young people and/or adults via a mobile phone, handheld device, computer, 'tablet' or website with people they may not even know.

Some of the legalities of 'sexting' are outlined in Appendix 1.

There are many different types of sexting (see Appendix 2) and it is likely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. However, it is important that the school applies a consistent approach when dealing with an incident to help protect young people and the school. For this reason the Designated Safeguarding Lead (or Head Teacher in the absence of the DSL) needs to be informed of any 'sexting' incidents. The range of contributory factors in each case also needs to be considered in order to determine an appropriate and proportionate response. All colleagues are expected to be aware of this policy.

The decisions made by the Designated Safeguarding Lead will be guided by a pathway (Appendix 3)

Steps to take in the case of an incident

Step 1 - Disclosure by a student

Sexting disclosures should follow the normal safeguarding practices and protocols (see Child Protection Policy).

A student is likely to be very distressed especially if the image has been circulated widely and if they don't know who has shared it, seen it or where it has ended up. They will need pastoral support during the disclosure and after the event. They may even need immediate protection or a referral to police or social services; parents should be informed as soon as possible (police advice permitting).

The following questions will help decide upon the best course of action:

- Is the student disclosing about themselves receiving an image, sending an image or sharing an image?
- What sort of image is it? Is it potentially illegal or is it inappropriate?
- Are the school child protection and safeguarding policies and practices being followed?
- For this reason a member of the Safeguarding team should be involved as soon as possible.
- How widely has the image been shared and is the device in their possession?
- Is it a school device or a personal device?
- Does the student need immediate support and/or protection?
- Are there other students and/or young people involved?
- Do they know where the image has ended up?

Step 2- Searching a device – what are the rules?

Please refer to the school's Search and Confiscation Policy which is based on the most current legislation: The 2011 Education Act.

The policy allows for a device to be examined, confiscated and securely stored if there is reason to believe it contains indecent images or extreme pornography. When searching a mobile device the following conditions should apply:

- The action is in accordance with the school's policies regarding Safeguarding and Searching and Confiscation.
- The search is conducted either by the head teacher or a person authorised by them (or Deputy Head or Designated Safeguarding Lead) and one other person
- A member of the safeguarding team should normally be present.
- The search should normally be conducted by a member of the same gender as the person being searched. However if the image being searched for is likely to be of a different gender to the person 'in possession' then the device should only be viewed by a member of the same gender as the person whose image it is.

- If any illegal images of a young person are found the Safeguarding Team will discuss this with the Police (see Appendices 1, 2 and 3).

The Association of Chief Police Officers (ACPO) advise that as a general rule it will almost always be proportionate to refer any incident involving 'aggravated' sharing of images to the Police, whereas purely 'experimental' conduct may be proportionately dealt with without such referral, most particularly if it involves the young person sharing images of themselves.

'Experimental conduct' commonly refers to that shared between two individuals (e.g. girlfriend and boyfriend) with no intention to publish the images further (see Appendix 2). Coercion is not a feature of such conduct, neither are requests for images sent from one person to multiple other young persons.

Any conduct involving, or possibly involving, the knowledge or participation of adults should always be referred to the police.

If an 'experimental' incident is not referred to the Police, the reasons for this should be recorded in the school's 'Safeguarding Incidents Log'.

Always put the young person first. Do not search the device if this will cause additional stress to the student/person whose image has been distributed. Instead rely on the description by the young person, secure the advice and contact the Police.

Never...

- Search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the student/young person UNLESS there is clear evidence to suggest not to do so would impede a police inquiry.
- Print out any material for evidence.
- Move any material from one storage device to another.

Always...

- Inform and involve the Safeguarding Team who will ensure that the Designated Safeguarding Lead is able to take any necessary strategic decisions
- Record the incident. The Safeguarding Team employ a systematic approach to the recording of all safeguarding issues
- Act in accordance with school safeguarding search and confiscation policies and procedures.

If there is an indecent image of a child on a website or a social networking site then the Safeguarding Team will report the image to the site hosting it. Under normal circumstances the team would follow the reporting procedures on the respective website; however, in the case of a sexting incident involving a child or young person where it may be felt that they may be at risk of abuse then the team will report the incident directly to CEOP www.ceop.police.uk/ceop-report, so that law enforcement can make an assessment, expedite the case with the relevant provider and ensure that appropriate action is taken to safeguard the child.

Step 3 - What to do and not do with the image

If the image has been shared across a personal mobile device:

Always..

- Confiscate and secure the device(s). Close down or switch the device off as soon as possible. This may prevent anyone removing evidence 'remotely'.

Never..

- View the image unless there is a clear reason to do so or view it without an additional adult present (this additional person does not need to view the image and certainly should not do so if they are of a different gender to the person whose image has been shared). The viewing of an image should only be done to establish that there has been an incident which requires further action.
- Send, share or save the image anywhere
- Allow students to do any of the above.

If the image has been shared across a school network, a website or a social network:

Always..

- Block the network to all users and isolate the image.

Never...

- Send or print the image
- Move the material from one place to another
- View the image outside of the protocols in the school's safeguarding and child protection policies and procedures.

Step 4 - Who should deal with the incident

Often, the first port of call for a student is a class teacher. Regardless of who the initial disclosure is made to she/he must act in accordance with the school safeguarding and/or child protection policy, ensuring that a member of the Safeguarding Team and a senior member of staff are involved in dealing with the incident.

The Designated Safeguarding Lead should always record the incident. The Head Teacher should also always be informed- usually by the DSL. There may be instances where the image needs to be viewed and this should be done in accordance with protocols.

Step 5 - Deciding on a response

There may be many reasons why a student has engaged in sexting – it may be a romantic/sexual exploration scenario or it may be due to coercion.

It is important to remember that it won't always be appropriate to inform the police; this will depend on the nature of the incident (see Appendix 1 for definitions). However, as a school it is important that incidents are consistently recorded. It may also be necessary to assist the young person in removing the image from a website or elsewhere.

If indecent images of a young person are found:

- Act in accordance with the Safeguarding policy i.e. inform the Safeguarding Team and the relevant Guidance/Pastoral team
- Store the device securely
- The Safeguarding Team will assist the Guidance/Pastoral team to carry out a risk assessment in relation to the young person (Use Appendices 2 and 3 for support)
- The Safeguarding Team will make a referral if needed or assist the Guidance/Pastoral Team in doing so The Safeguarding Team will contact the police (if appropriate)
- Referrals may be made to Social Care or the Multi-Agency Team (MAT) but where a crime may thought to have taken place the police are the first port of call. Young persons who have engaged in 'experimental sexting' which is contained between two persons will be referred to MAT for support and guidance. Those who are felt to be victims of 'sexting' will also be referred to MAT at a point where the police feel that this will not impede an investigation. The young person's Guidance/Pastoral team will put the necessary safeguards in place for the student, e.g. they may need counselling support or immediate protection
- Inform parents and/or carers about the incident and how it is being managed.

Step 6 - Containment and Prevention

The young persons involved in 'sexting' may be left feeling sensitive and vulnerable for sometime.

They will require monitoring by and support from their Guidance/Pastoral teams. Where cases of 'sexting' become widespread or there is thought to be the possibility of contagion then the school will reinforce the need for safer 'online' behaviour using a variety of resources (see Appendix 3).

Other staff may need to be informed of incidents and should be prepared to act if the issue is continued or referred to by other students. The school, its students and parents should be on high alert, challenging behaviour and ensuring that the victim is well cared for and protected. The students' parents should usually be told what has happened so that they can keep a watchful eye over the young person especially when they are online at home.

Creating a supportive environment for students in relation to the incident is very important. Preventative educational programmes on sexting can be found on CEOP's advice-giving website www.thinkuknow.co.uk

Step 7 - Review outcomes and procedures with the aim of preventing future incidents. The frequency or severity of such incidents may be such that the school

will need to review its approach. Where this is the case Turton School will adopt the 'PIES' model where:

P= Policies and Practices - ensuring that key policies e.g. Safeguarding, Anti-Bullying, Authorised User Policies are still relevant and can meet emerging issues.

I= Infrastructure - ensuring that the school's infrastructure and technologies are robust enough to meet new challenges.

E= Education - ensuring that both adults and young persons are alerted to the issues such as safety mechanisms, support mechanisms and the legal implications of such behaviour.

S = Standards - the Ofsted framework for Behaviour and Safety provides a good benchmark to test the strength of the school's approach.

'SEXTING' POLICY - APPENDIX 1

The Legal Position

It is important to be aware that young people involved in sharing sexual videos and pictures may be committing a criminal offence. Specifically, crimes involving indecent photographs (including pseudo images) of a person under 18 years of age fall under Section 1 of the Protection of Children Act 1978 and Section 160 Criminal Justice Act 1988. Under this legislation it is a crime to:

- take an indecent photograph or allow an indecent photograph to be taken;
- make an indecent photograph (this includes downloading or opening an image that has been sent via email);
- distribute or show such an image;
- possess with the intention of distributing images;
- advertise; and
- possess such images

While any decision to charge individuals for such offences is a matter for the Crown Prosecution Service, it is unlikely to be considered in the public interest to prosecute children. However, children need to be aware that they may be breaking the law. Although unlikely to be prosecuted, children and young people who send or possess images may be visited by police and on some occasions media equipment could be removed. This is more likely if they have distributed images.

The decision to criminalise children and young people for sending these kinds of images is a little unclear and may depend on local strategies. However, the current Association of Chief Police Officers (ACPO) position is that:

'ACPO does not support the prosecution or criminalisation of children for taking indecent images of themselves and sharing them. Being prosecuted through the criminal justice system is likely to be upsetting and distressing for children especially if they are convicted and punished. The label of sex offender that would be applied to a child or young person convicted of such offences is regrettable, unjust and clearly detrimental to their future health and wellbeing.'

However, there are cases in which children and young people have been convicted and sent to prison. The important thing to remember is that whilst, as a school, we will want to consider the implications of reporting an incident over to the police, it is not the school's responsibility to make decisions about the seriousness of the matter; that responsibility lies with the Police and the CPS hence the requirement for the school to refer.

In summary sexting is classed as illegal as it constitutes sharing and/or possessing an indecent image of a child.

Different Levels of Sexting

The following is adapted from Wolak and Finkelhor ‘*Sexting: a Typology*’. March 2011

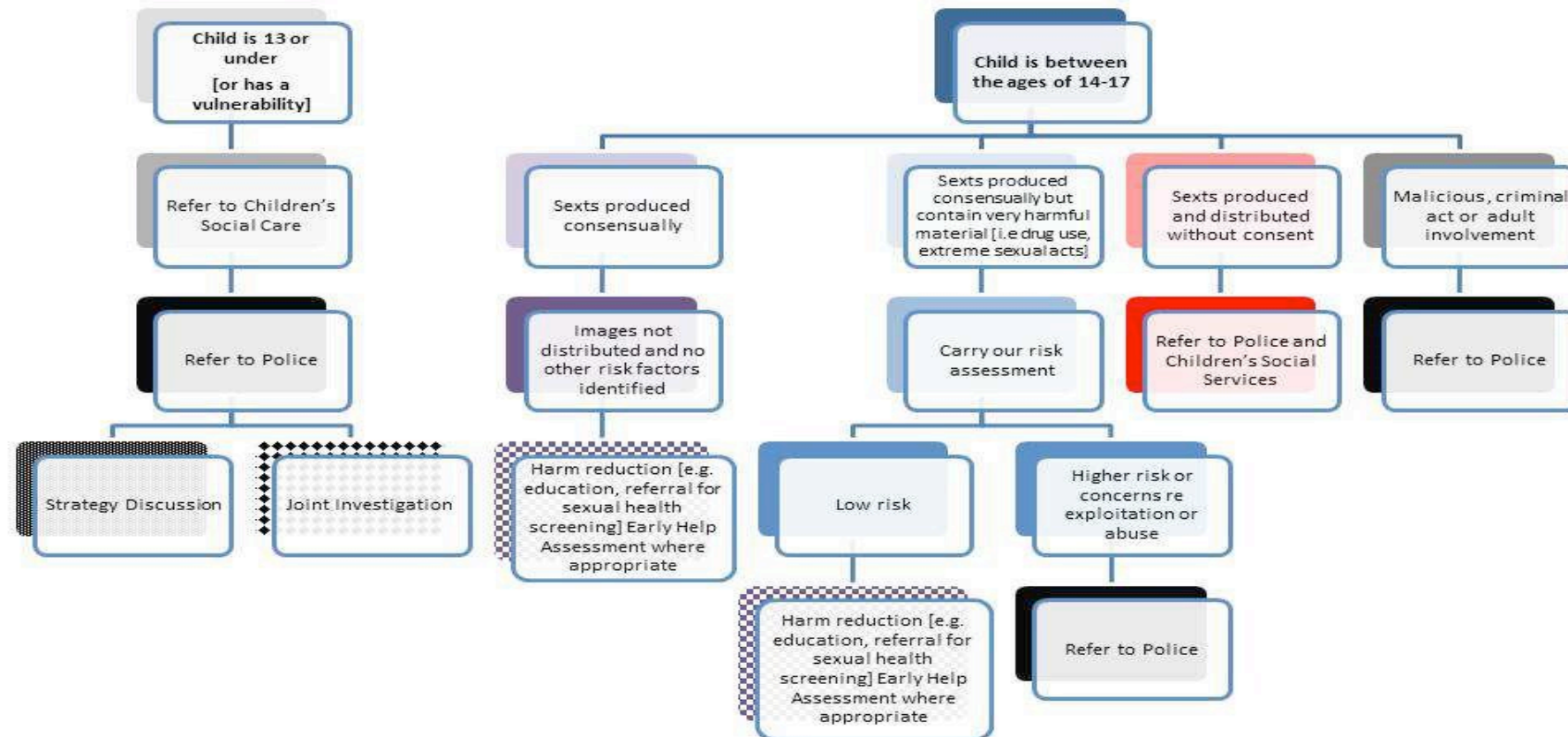
Aggravated incidents involving criminal or abusive elements beyond the creation, sending or possession of youth-produced sexual images	Adult offenders develop relationships with and seduce underage teenagers, in criminal sex offences even without the added element of youth-produced images. Victims may be family friends, relatives, community members or contacted via the Internet. The youth produced sexual images generally, but not always, are solicited by the adult offenders. Youth Only: Intent to Harm cases that:• arise from interpersonal conflict such as break-ups and fights among friends• involve criminal or abusive conduct such as blackmail, threats or deception • involve criminal sexual abuse or exploitation by juvenile offenders. Youth Only: Reckless Misuse no intent to harm but images are taken or sent without the knowing or willing participation of the young person who is pictured. In these cases, pictures are taken or sent thoughtlessly or recklessly and a victim may have been harmed as a result, but the culpability appears somewhat less than in the malicious episodes.
Experimental incidents involve the creation and sending of youth produced sexual images, with no adult involvement, no apparent intent to harm or reckless misuse.	Romantic episodes in which young people in ongoing relationships make images for themselves or each other, and images were not intended to be distributed beyond the pair. Sexual Attention Seeking in which images are made and sent between or among young people who were not known to be romantic partners, or where one youngster takes pictures and sends them to many others or posts them online, presumably to draw sexual attention. Other: cases that do not appear to have aggravating elements, like adult involvement, malicious motives or reckless misuse, but also do not fit into the Romantic or Attention Seeking sub-types. These involve either young people who take pictures of themselves for themselves (no evidence of any sending or sharing or intent to do so) or pre-adolescent children (age 9 or younger) who did not appear to have sexual motives.

'SEXTING' POLICY – APPENDIX 3

Sexting in Schools

Sexting Response Process for Professionals

This flowchart [adapted from 'Medway Local Authority Response Process for Professionals'] and will help the Designated Safeguarding Lead to make a decision about the next steps.



'SEXTING' POLICY - APPENDIX 4

Education and Training

Sexting incidents relate to self-generated images on personally-owned devices, generally outside of school. Turton School will adopt preventative education strategies for its young people and put in place appropriate staff training to identify and manage incidents. The following are resources currently available:

Check the CEOP resources at www.thinkuknow.co.uk There is a film called Exposed and accompanying lesson plans for 11-16 year olds.

The children's charity Childnet www.childnet-int.org have developed a drama for secondary school-aged children on the issue of sexting.

Teachtoday is a source of advice for teachers on a variety of topics and does include information on the issue of sexting www.teachtoday.eu.

APPENDIX 5 – SAFEGUARDING POLICY

Female Genital Mutilation

'Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female tissue, and hence interferes with the natural function of girls' and women's bodies. The practice causes severe pain and has several immediate and long term consequences, including difficulties in childbirth also causing dangers to the child.' (Multi-Agency Practice Guidelines).

FGM is illegal in the UK. It is a form of child abuse and as such is dealt with under the School's Child Protection and Safeguarding policies.

Government guidance on FGM

'FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child's right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child.

It is acknowledged that some FGM practising families do not see it as an act of abuse. However FGM is child abuse and has severe significant physical and mental health consequences both in the long and short term.

Girls are at particular risk of FGM during the summer holidays. This is a time when families may take their children abroad for the procedure. Many girls may not be aware that they may be at risk of undergoing FGM.'

UK communities that are most at risk of FGM include those originating from Kenya, Somalia, the Sudan, Sierra Leone, Egypt, Nigeria and Eritrea. Girls from non-African communities who are at risk of FGM include those from the Yemen, Kurdistan, Indonesia and Pakistan.

Indications that FGM may have taken place:

- a prolonged absence from school with a noticeable behaviour change (depression or withdrawal)
- a disclosure that FGM has taken place
- an extended holiday to a country where the practice is prevalent
- a girl having difficulty walking, sitting or standing and may look uncomfortable
- a girl spending more time in the toilet due to difficulties urinating or with menstrual problems

Indications that FGM may be about to take place:

- a disclosure that FGM is about to take place
- a parental request for authorised overseas travel during term time to a country where the practice is prevalent
- a girl expressing concern about forthcoming overseas travel
- a girl being withdrawn from PSHE

- a girl confiding that she is to have a 'special procedure' or is to attend a special occasion to 'become a woman'
- parents seeking to withdraw their child from learning about FGM

Inspecting safeguarding in maintained schools and academies briefing for section 5 inspections, Ofsted January 2015

'School staff need to be particularly sensitive to signs that may indicate possible safeguarding concerns. This could include, for example, poor or irregular attendance, persistent lateness, children missing from education, forced marriage or female genital mutilation.

The designated safeguarding lead should be aware of the guidance that is available in respect of female genital mutilation (FGM) and should be vigilant to the risk of it being practised. Inspectors should be also alert to this when considering a school's safeguarding arrangements and, where appropriate, ask questions of designated staff such as:

- how alert are staff to the possible signs that a child has been subject to female genital mutilation or is at risk of being abused through it; what sort of training have they had?
- has the school taken timely and appropriate action in respect of concerns about particular children?

Procedures at Turton School

At Turton we take a proactive approach to protecting our female students from FGM through:

- raising awareness of FGM through staff training
- a comprehensive programme of PSHE and Sex Education, including discussion about FGM with students during Key Stage 3 and 4
- a robust attendance policy and interventions including first day calling, home visits when a parent fails to notify the school of an absence or when the reason given for an absence appears suspect, and return to school interviews with students and parents following an absence of five or more days

Any disclosure or suspicion that FGM is about to take place or may have taken place should be reported to the CP Designated Lead immediately. The schools procedures for reporting and following up CP referrals should be followed in accordance with Turton's Child Protection and Safeguarding policies.

APPENDIX 7: SECONDARY SCHOOL POLICY ON AWARENESS AND PREVENTION OF CHILD SEXUAL EXPLOITATION

Child Sexual Exploitation

The Government deplores the sexual exploitation of children, and will not tolerate failure at any level to prevent harm, support victims and bring offenders to justice.

* *Tackling Child Sexual Exploitation, March 2015, page 3.*

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. 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. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

* *Keeping Children Safe in Education 2014, statutory guidance, page 10.*

There can be a significant age gap between the young person and the perpetrator, though this is not always the case. Any young person is at risk of CSE, regardless of age, race, cultural background. Incidents of Child Sexual Exploitation involving peers is rising statistically.

Child Sexual Exploitation is a form of child abuse. This policy must be read in conjunction with *Turton's* Safeguarding/Child Protection policy. Any concerns about a child must be responded to urgently following the procedures outlined in the safeguarding policy.

In keeping with statutory guidance, no child under 13 years can be assessed as low risk if behaviours indicate involvement in CSE.

**ANYONE CAN MAKE A REFERRAL INTO SOCIAL CARE
IF A CHILD IS AT RISK OF SIGNIFICANT HARM, PLEASE CONTACT THE MASS
(Multi Agency Screening and Safeguarding Service) 01204 331500 OR THE POLICE
101 OR 999 IMMEDIATELY.**

School Policy

Turton will promote the right young people have to feel safe, provide curriculum based input on development of healthy friendships and relationships, how to stay safe when using technology including mobile phone applications and social networking, sexual health and self-care, and an awareness of how young people can get help swiftly when interactions begin to feel unsafe. This will be achieved through a range of means, including and not limited to our whole school ethos, safeguarding policies (including behaviour and e-Safety), and the school's anti-bullying agenda. *Turton* will communicate with the whole-school community, ensuring all staff, volunteers and visitors are aware of how pupils are encouraged to keep themselves feeling safe. School will work in partnership with parents, carers and families to support young people with online safety.

Pupils will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. Young people at our school will be supported in terms of recognising and assessing risk in relation to CSE, and knowing how and where to get help. Useful resources list can be accessed at the end of this document. E-Safety is embedded throughout the school and young people will have strategies for how to respond when they feel unsafe online. The school will engage with outside support which may include visits from representatives from relevant charities (NSPCC, Barnardo's), and the Local Authority e-Safety officer for schools.

Senior management and governors in the school are committed to dealing with the issue of Child Sexual Exploitation, and will co-operate fully with outside agencies including the police, health and social care to enable potential situations of Child Sexual Exploitation to be identified rapidly and a swift response follows, in line with Local Safeguarding Children Board procedures, and clearly defined interventions can be put in place without delay. Interventions will include a robust multi-agency approach, based on an infrastructure of support around the young person and family. Support will be offered to the young person's peer group and their families, where appropriate.

Governing Body

The Governors will monitor to ensure that preventative work is embedded in curriculum and in the school's ethos and is done in an appropriate and supportive way. The governing body will expect the following from all school staff:

- Appoint a lead governor for CSE. This can be the same person as the school's governor for Child Protection or Children in Local Authority Care.
- Ensure the school has at least one named person who is Designated Safeguarding Lead for CSE on staff.
- To attend training which includes understanding the risks and indicators of Child Sexual Exploitation and what to do if they think a young person is at risk of CSE.
- Must read and understand the Safeguarding and Child Protection policy in conjunction with this policy on Child Sexual Exploitation.
- Play an active role in supporting the school in its commitment to promoting the safety and welfare of all pupils.

- Demonstrate through their actions their awareness of risk of Child Sexual Exploitation and their ability to identify potential indicators that a young person may be at risk of grooming or experiencing early effects of the grooming process.
- Model behaviour which promotes young people's right to feel safe and helps them to behave towards each other in ways that respect each other's right to feel safe.
- To listen to all young people, record the Child's Voice accurately and gain consent before sharing the Child's View, where possible.
- Timescales are adhered to and any issues concerning Child Sexual Exploitation are passed onto the Designated Safeguarding Lead immediately, within the hour.

DESIGNATED SAFEGUARDING LEAD

Designated Safeguarding Leads

Ursula Hodgson	Deputy Head teacher
Natalie Parry	Associate Assistant Head teacher
Diane Thompson	Safeguarding Officer
Leanne Cowburn	Safeguarding Officer

The Designated Safeguarding Lead/s will ensure that all staff are aware of the risk factors, signs and indicators, useful resources and details of local services, and have received training to increase their knowledge and develop confidence. Posters will be displayed and leaflets, raising awareness of local services and resources, will be readily available giving advice and information on child sexual exploitation. The school will work in partnership with the Bolton safeguarding Board and other multi-agency partners to protect the young people within the school community.

The Designated Safeguarding Lead/s are responsible for ensuring that the Voice of the Child is enabled where risk of Child Sexual Exploitation is identified, and that this is done in a safe and sensitive way documenting in the young person's own words what is happening for them. The Designated Safeguarding Lead needs to make sure this happens and oversee the work/documentation, and check the young person feels satisfied that the written transcript is accurate.

Designated Safeguarding Leads need to be aware that some of the lessons learned which have emerged from CSE around the country include a lack of information sharing. As with any safeguarding issue, the school's Designated Safeguarding Leads will be mindful of information sharing protocols and also their duty to safeguard children and young people when working with possible cases of CSE. It is suggested in government guidance (Tackling Child Sexual Exploitation 2015) that conversations had with a young person's peers can be helpful and illuminating when professionals have concerns about the young person.

WHAT TO DO IF A YOUNG PERSON IS IDENTIFIED AS AT-RISK OF CHILD SEXUAL EXPLOITATION:

- Complete the online assessment which is referred to in the section above.
- Contact the MASS
- If a young person discloses and there is evidence to suggest that a crime has been or may have been committed against them, contact the police and report the crime noting the incident number for future reference.
- Send in a referral to social care following the procedures in the Thresholds and Pathways document. Attach the completed CSE Toolkit as supporting evidence to the referral form itself and submit them electronically.

Upon a concern about CSE being raised in relation to a child or young person by a staff member in school or a member of the public, DSLs will need to complete the following actions as soon as possible and within 2 hours :

- speak with the child/young person if appropriate
- complete the online CSE assessment
- contact the MASS and, if needed, Greater Manchester police
- submit a referral into social care with the completed toolkit - attached

If a child or young person goes missing at any point during this process, the MASH and the Police must be contacted immediately and the Missing protocols must be followed which can be found at:

SCHOOL STAFF

Staff at *Turton* will access training as determined by the Senior Leaders of the school. Staff will uphold their duty of care, ensuring they are vigilant at all times, and mindful of the early indicators that a young person might be involved with socialising with people who are older, or even the same age, and might be at risk of being Sexually Exploited. Teaching staff will endeavour to create a safe learning environment, where pupils feel safe and confident to fully participate in lessons and discussions. A safe environment will be created by:

- Agree ground rules with young people, including confidentiality. Confidentiality should be maintained in line with the school policy and the safeguarding policy.
- Model behaviour and being aware of values and attitudes, preconceptions and feelings. Staff will be prepared to challenge any inappropriate language and attitudes including stereotyping and will recognise diversity and gender within the teaching group. .
- Building trusting relationships which will set the tone for lessons and helps to reinforce positive relationships.

- Ensuring each young person in their class can identify at least 3 and preferably 4 adults in school that they could approach to talk with and perhaps ask for help if they felt unsafe.
- The listening culture in school must be actively promoted by all individuals on staff to clearly communicate to young people that they can talk with someone at school if feeling unsafe.

E-SAFETY

All young people are at risk of online grooming which could result in sexual exploitation. We will ensure that our e-safety procedures are robust and that pupils are taught online safety skills so they know:

- online risks
- how to recognise unsafe online contact
- to be confident to report any concerns about themselves or others to staff in school staff.

See also e safety policy

APPENDIX 8: CONFIDENTIALITY POLICY

Introduction

School staff are asked on occasions to keep information confidential. This can relate to a variety of issues including under age sexual activity, drugs use, abuse or other dangerous or illegal activities. It is important that the whole school follows the same clear and explicit policy. Pupils, parents and carers should be made aware of this and how it works in practice.

Aims:

- To give clear guidance to all members of the school around confidentiality
- To encourage young people to talk to a trusted adult if they are having problems
- To give staff confidence to deal with sensitive issues.

In lessons:

- Ground rules and distancing techniques should be used where sensitive issues are to be addressed.
- Staff should not put pressure on pupils to disclose personal information and should discourage fellow pupils from applying any such pressure.

Personal Disclosures:

Disclosures from pupils may take place at an inappropriate place or time. If this happens, the member of staff should talk again individually to the pupil before the end of the school day. The member of staff may be able to discuss the issue with an appropriate colleague, to decide on suitable action, without giving the name of the pupil.

Staff Training:

All staff receive training in the area of confidentiality as part of their bi-annual child protection training. All new staff and governors joining the school receive this training as part of their induction.

Key Points:

- Pupils should be reassured that their best interests will be maintained.
- Pupils should know that staff cannot offer unconditional confidentiality.
- Pupils should be reassured that, if confidentiality has to be broken, they will be informed first and then supported appropriately.
- Pupils should be informed of sources of confidential help, for example, the school nurse, counsellor, GP or local young person's advice service.
- Any personal information should be regarded as private and not passed on indiscriminately (for example in the staff room).
- If a member of staff receives information that leads them to believe that there is a child protection issue, they should refer the case to a designated teacher or child protection officer following a discussion with the young person involved
- Pupils should be encouraged to talk to their parents or carers and be given support to do so wherever possible.
- Government guidance requires professionals to consult as much as possible with parents about their children when referring to another agency. In general, parents should be asked if they wish to be referred, **UNLESS THERE IS REASON TO THINK OBTAINING SUCH CONSENT MAY PUT THE YOUNG PERSON AT RISK.** If your referral is about child abuse (or the risk of it) rather than 'children in need', it is good

practice to consult Social Services BEFORE discussing the issue with parents, unless a parent has asked you to make the referral and is already aware of it.

Further Guidance:

For all children, staff members and governors to enjoy privacy from gossip, for the school to be fair to all its community and for children and adults to have disciplinary matters dealt with according to the school's own procedures and out of the eye of the wider school community, it is important that:

- Staff do not discuss details of individual cases arising in staff meetings to any person without direct professional connection to and interest in the welfare and education of the individual concerned.
- No member of staff discusses an individual child's behaviour in the presence of another child in school.
- Staff do not enter into detailed discussion about a child's behaviour with other children or their parents.
- Governors, in particular those sitting on Discipline Committees, do not divulge details about individuals (be they staff, families or individual children) to any person outside of the meeting.
- Parents in school, working as volunteers, or as part of the Parents Association, do not report cases of poor behaviour or pupil discipline to other parents in the school. This allows teachers to deal with such matters in line with school policy.
- At full Governing body meetings matters such as pupil exclusion, personnel issues and personal details of any member of the school community will be dealt with in the head teacher's report. This is not for the knowledge of persons outside the Governing body meeting.
- Staff performance management will be carried out privately. Targets for individuals, named lesson observation sheets and other performance data will be stored securely in the Head's P.A.'s office.
- Matters of Child Protection are made known to staff on a need to know basis.
- It is important that teachers, SNA's and support staff are aware of some confidential matters in order to support individuals. These staff will respect the sensitivity of such cases and not divulge information to people unconnected professionally with the individual concerned.
- Volunteers, students and supply teachers are asked to read this policy before working in school.

Equal Opportunities

Staff may wish to discuss an individual case with a class or group. For instance it can support the inclusion of a child with Aspergers Syndrome or Autism, if their peers are made aware of the condition and so have some idea of what to expect. Similarly a child with visual impairment can be supported if his/her friends know how to look out for them in the playground. In such cases permission will be sought from the child and his/her carers.

Health Professionals

Health professionals are bound by their professional codes of conduct to maintain confidentiality when working in a one to one situation. When working in a classroom, they are bound by relevant school policies. In line with best practice guidance, like other school staff, they will seek to protect privacy and prevent inappropriate personal disclosures in a classroom setting, by negotiating ground rules and using distancing techniques.