

Re-approved: July 2019  
 Review Date: July 2020  
 SFG003

Policy Title	Child Protection Policy
<b>1. Purpose</b>	<p>The purpose of this policy is to set out the arrangements for Child Protection at Trinity Academy. It links with, and should be read alongside, the following:</p> <p><u>Academy policies:</u></p> <ul style="list-style-type: none"> <li>• Safeguarding and Pupil Welfare</li> <li>• Recruitment, Selection and Appointment of Staff</li> <li>• Volunteer policy</li> <li>• Whistleblowing policy</li> <li>• Staff Code of Conduct</li> <li>• Preventing Extremism and radicalisation Policy</li> <li>• Female Genital Mutilation Policy</li> </ul> <p><u>DfE Guidance:</u></p> <ul style="list-style-type: none"> <li>• Working Together to Safeguard Children (2018)</li> <li>• Keeping Children Safe in Education (2018)</li> <li>• Keeping Children Safe in Education part 1(2018)</li> <li>• Keeping Children Safe in Education (2019)</li> <li>• Keeping Children Safe in Education part 1(2019)</li> <li>• Departmental Advice “What to do if you’re worried a child is being abused – Advice for Practitioners.”</li> </ul> <p>Copies of all documents can be found on the staff shared system.</p>
<b>2. Summary</b>	<p>Trinity Academy recognises that Section 175 of the Education Act 2002 and the Education (Independent School Standards) Regulations 2014 gives schools a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance issued by the Secretary of State.</p> <p>We recognise our legal and moral duty to promote the wellbeing of children, and protect them from harm.</p> <p>We believe that every child, regardless of age, has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically damaged.</p> <p>Underpinning this policy are the Trinity Academy Values of Wisdom, Fairness, Courage and Self-Discipline.</p>
<b>3. Aims</b>	<p><b><u>Statement of Commitment</u></b></p> <p>Trinity Academy is committed to providing a safe, inclusive and supportive learning environment in which all pupils can thrive and achieve their full potential. As such, it believes that the protection of children must be the first priority. The Academy will therefore strive to establish a culture that:</p>

	<ul style="list-style-type: none"> <li>• Encourages pupils to talk about their concerns</li> <li>• Commits to taking all disclosures seriously and to act upon them</li> <li>• Provides care and support for all pupils</li> </ul> <p>This will be a shared responsibility involving the whole school community.</p>
<b>4. Objectives</b>	<ul style="list-style-type: none"> <li>• To support the development of all pupils in ways that will foster security, confidence and independence.</li> <li>• To raise awareness of both teaching and non-teaching staff of the need to safeguard pupils and their responsibilities in identifying and reporting possible cases of abuse.</li> <li>• To provide a systematic means of monitoring pupils known or thought to be at risk of harm.</li> <li>• To develop a well structured procedure within Trinity Academy that will be followed by all members of the school community in cases of suspected abuse.</li> <li>• To develop and promote effective working relationships with other agencies, especially the police and social services.</li> <li>• To ensure safe recruitment in checking the suitability of staff and volunteers to work with children.</li> </ul>
<b>5. Roles and Responsibilities</b>	<p>The Board of Trustees is responsible for:</p> <ul style="list-style-type: none"> <li>• Approving and adopting this policy along with related policies and procedures.</li> <li>• Ensuring that a senior member of the Academy's leadership team is designated to take lead responsibility for safeguarding issues – Designated Safeguarding Lead (DSL)</li> </ul> <p>The Principal is responsible for ensuring that:</p> <ul style="list-style-type: none"> <li>• This and related policies and procedures adopted by the Board of Trustees are fully implemented and adhered to by all staff.</li> <li>• Sufficient resources and time are allocated to enable the DSL to discharge their responsibilities, including taking part in inter-agency meetings and contributing to the assessments of children.</li> <li>• All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to pupils, and such concerns are addressed sensitively and effectively in a timely manner and in accordance with the Academy's Whistleblowing Policy.</li> </ul> <p>The DSL is responsible for:</p> <ul style="list-style-type: none"> <li>• Referrals of suspected cases of abuse to the local authority children's social care.</li> <li>• Referrals of cases to the Channel programme where there is a radicalisation concern.</li> <li>• Referrals of cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring service.</li> <li>• Referrals of cases where a crime may have been committed to the police.</li> <li>• Liaising with the Principal to inform him of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.</li> <li>• Liaising with the LADO and other relevant local authority</li> </ul>

	<p>personnel.</p> <ul style="list-style-type: none"> <li>• Liaising with staff on matters of safety and safeguarding and acting as a source of support, advice and expertise.</li> <li>• Maintaining accurate and timely written records on all Child Protection cases, ensuring that they are stored safely and securely and in line with the Academy’s Data Protection Policy.</li> </ul> <p>All staff and volunteers are responsible for:</p> <ul style="list-style-type: none"> <li>• Complying with the Academy’s policies and procedures.</li> <li>• Attending appropriate training.</li> <li>• Informing the DSL of any concerns.</li> </ul> <p>The Designated Safeguarding Lead is Ms Zulekha Chachia. The Deputy Designated Safeguarding Lead is Mr Arnaud Mugglestone.</p>
<p><b>6.Implementation</b></p>	<p>In implementing this policy, Trinity Academy will follow the procedures set out by the Lambeth Safeguarding Children Board and take account of guidance issued by the Department for Education.</p> <p>The Academy will:</p> <ul style="list-style-type: none"> <li>• Ensure every member of staff, volunteer, Trustee and visitor knows the name of the designated teacher responsible for safeguarding and their role.</li> <li>• Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated teacher responsible for child protection. Further information will be provided in the staff / volunteer handbooks.</li> <li>• Ensure that parents have an understanding of the responsibility placed on the Academy and staff for child protection by setting out its obligations in the Academy prospectus.</li> <li>• Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.</li> <li>• Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.</li> <li>• Keep accurate and timely written records of concerns about pupils, even where there is no need to refer the matter immediately and ensure that all records are kept separate from the main pupil file.</li> <li>• Develop and then follow procedures where an allegation is made against a member of staff or volunteer through the Local Authority Designated Officer</li> <li>• The Local Authority Designated Officer is Andrew Zachariades and can be contacted via: <a href="mailto:LADO@lambeth.gscx.gov.uk">LADO@lambeth.gscx.gov.uk</a></li> </ul> <p><b>Staff Recruitment and training</b></p> <p>In order to ensure that children are protected whilst at Trinity Academy, all staff and volunteers will be carefully selected, screened, trained and supervised, in line with the Academy’s Recruitment, Selection and Appointment Policy and Procedures and the Volunteer Policy. All new members of staff and volunteers will undertake an induction programme that will include child protection training. Refresher training will be delivered to all staff on a regular basis.</p>

	<p><b><u>Allegations against members of staff</u></b>  Any allegations that a member of staff, including a volunteer or Trustee, may have:</p> <ul style="list-style-type: none"> <li>• Committed an offence against a child.</li> <li>• Placed a child at risk of significant harm.</li> <li>• Behaved in a way that calls into question their suitability to work with children</li> </ul> <p>should be reported immediately to the Principal or, if the allegation is against the Principal, to the Chief Executive Officer. If the allegation is against the Chief Executive Officer, it should be reported to the Chair of Trustees. All allegations will be dealt with in accordance with national guidance and agreements.</p> <p><b><u>Serious Crime</u></b></p> <p>All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious crime. These may include increased absence from schools, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.</p> <p><b><u>Allegations of abuse made against other children (Peer on Peer Abuse)</u></b></p> <p>See appendix 1 for full information regarding allegations of abuse made against other children</p> <p><b><u>Child sexual exploitation</u></b></p> <p>See appendix 2 for full information regarding child sexual exploitation</p> <p><b><u>Curriculum</u></b>  Child protection and wider child safety issues will be addressed through the curriculum, especially in Personal, Social and Health Education (PSHE), Information and Communication Technology (ICT) and sex and relationships education.</p> <p><b><u>Confidentiality and Information Sharing</u></b>  Any member of staff who has access to sensitive information about a pupil or a pupil's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.</p> <p>Information will be stored in a secure place with restricted access to designated people and maintained in line with the school's Data Protection Policy.</p>
<p><b>7. Monitoring and Evaluation</b></p>	<p>This policy will be monitored and evaluated as part of the Academy's Monitoring and Evaluation Framework and regular reports provided by the Principal to the Board of Trustees.</p>

<b>8. Frequency of Review</b>	To be reviewed annually with care taken to ensure that it reflects the most recent DfE guidelines.
<b>9. Approval</b>	Approved by the Board of Trustees.
<b>10. Appendices</b>	Appendix 1 – Allegations of abuse made against other children Appendix 2 – Child sexual exploitation

## Appendix 1

### Allegations of abuse against other pupils (Peer on Peer Abuse)

At Trinity Academy we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils.

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy. We also recognise that abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'.

All staff should be aware that children can abuse other children. This is most likely to include:

- Bullying (including cyberbullying)
- Physical abuse
- Sexual violence
- Sexual harassment
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Sexting

## **Prevention**

As a school we will minimise the risk of allegations against other pupils by:-

- Providing a developmentally appropriate Values programme which develops pupils understanding of acceptable behaviour and keeping themselves safe.
- Having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk.
- Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils.

## **Allegations against other pupils, which are safeguarding issues (Peer on Peer Abuse)**

Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that, to be considered a safeguarding allegation against a pupil, some of the following features will be found.

If the allegation:-

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil.
- Is of a serious nature, possibly including a criminal offence (such as 'upskirting').
- Raises risk factors for other pupils in the school.
- Indicates that other pupils may have been affected by this pupil.
- Indicates that young people outside the school may be affected by this pupil.

Examples of safeguarding issues against a pupil could include:

### **Physical Abuse**

- Violence, particularly pre-planned, including initiation/hazing type violence.
- Forcing others to use drugs or alcohol.

### **Emotional Abuse**

- Blackmail or extortion.
- Threats and intimidation.

### **Sexual Abuse**

- Indecent exposure, indecent touching or sexual assaults.
- Forcing others to watch pornography or take part in sexting.

### **Sexual Exploitation**

- Encouraging other children to engage in inappropriate sexual behaviour (For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight).
- Photographing or videoing other children performing indecent acts.

### **Procedure**

- When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact the Children's Social Care (CSC) to discuss the case. The DSL will follow through the outcomes of the discussion and make a referral where appropriate.
- If the allegation indicates that a potential criminal offence has taken place, CSC will refer the case to the multi-agency safeguarding hub where the police will become involved.
- Parents, of both the pupil being complained about and the alleged victim, should be informed and kept updated on the progress of the referral.
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

## Appendix 2

### Child Sexual Exploitation

#### **SEXUAL EXPLOITATION**

Sexual exploitation is an increasingly common issue and staff should be aware of the possibility and refer as appropriate.

#### **Child Sexual Exploitation (CSE)**

***“It is a CRIMINAL offence to sexually exploit a child under the age of 18 years old”***

#### **Who is at risk?**

##### **Young people who are:**

- *be involved in abusive relationships, intimidated and fearful of certain people or situations*
- *hang out with groups of older people, or antisocial groups, or with other vulnerable peers*
- *associate with other young people involved in sexual exploitation*
- *get involved in gangs, gang fights, gang membership*
- *have older boyfriends or girlfriends*
- *go missing from home, care or education.*

##### **Things you may notice:**

- *Withdrawn*
- *Sudden change in behaviour*
- *Anxious.*
- *Aggressive*
- *Problems sleeping*
- *Misses school*
- *Changes in eating habits*
- *Self harm*
- *Thoughts about suicide.*

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive ‘something’ (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology with or without the child's immediate recognition; for example being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain.

In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.



If you believe a child is subject to sexual exploitation, you must refer the matter to Children's Social Care, via your DSL. You must complete this if you cannot reach your DSL.

### **Sexting Policy**

This addendum to the Safeguarding Policy lays out our policy and procedures relating to incidents of "sexting". Sexting is described as:

Definition of 'Sexting'

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 or website with people they may not even know.

### **It can be broadly defined into two categories: Aggravated and Experimental**

Aggravated incidents of sexting involved criminal or abusive elements beyond the creation of an image. These included further elements, adult involvement or criminal or abusive behaviour by minors such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation or sending or showing of images without the knowledge or against the will of a minor who was pictured.

Experimental incidents of sexting involved youths taking pictures of themselves to share with established boy or girlfriends, to create romantic interest in other youth, or for reasons such as attention seeking. There was no criminal element (and certainly no criminal intent) beyond the creation and sending of the images and no apparent malice or lack of willing participation.

### **What the Law says**

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;**

**Advertise; and**

**Possess such images**

While any decision to charge individuals for such offences is a matter for the Crown Prosecution Service, it is likely 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. There are cases in which children and young people have been convicted and sent to prison. It is not the responsibility of the school to make decisions about seriousness of the matter. Essentially, though, sexting is classed as illegal as it constitutes sharing and/or possessing an indecent image of a child. Trinity Academy will inform the police as appropriate, and will always do so where an adult is involved. 36

## **Extent of Sexting**

Sexting is a relatively recent phenomenon; however, with the growth of mobile phone ownership among young people (41% of 12-15 year olds have a smartphone) there has been an increase in the number of young people sharing and receiving images.

Statistics from the children's charity Beatbullying suggest the following:

**Over one third (38%) has received a sexually explicit text or email – 36% of males and 39% of females**

**Over a quarter (25%) had received an offensive sexual image**

**85% knew the identity of the aggressor**

**The majority were peers and only 2% indicated that it was an adult**

**Just under a third (29%) have been chatting online when someone started to talk to them about sexual things**

**6% had received a message or image on the subject of sex which subsequently made them feel uncomfortable or upset**

**Over half of teachers (54%) were aware of pupils creating and sharing sexually explicit messages and images via the internet or mobile**

More recent qualitative research from the NSPCC suggests that sexting reinforces some of the negative social stereotypes about the relationships between boys and girls. Boys gain 'kudos' from having sexually proactive images of girls on their phones whereas the same is not true for girls:

**'we found considerable evidence of an age old standard, where sexually active boys are admired and rated, while sexually active girls are denigrated, shamed and described as sluts'**

A recent report by the Child Exploitation and Online Protection Centre (CEOP): 'Threat Assessment of Child Sexual Exploitation and Abuse – June 2012' highlights the increase in 'user generated incident imagery'. They identify that they have seen a marked increase in the number of reports where young teenagers appear to have taken still or video indecent imagery of themselves and then shared online.

They highlight the following platforms as a place where young people are likely to share these images:

**Live one-to-one video chat on web sites**

**Video chat via instant messaging applications**

**Files sent by email to another person**

**Files uploaded to public video hosting web sites**

**Files being sent as attachments during online chat sessions**

**Files used as profile images or posted on social networking sites**

## **The risks to young people**

Sexting is a behaviour that young people often engage in without understanding the full consequences. It is essential, therefore, that they understand the legal implications and the impact on others.

The initial risk posed by sexting primarily comes from peers, friends and others in their social network rather than from strangers or adults. Once images are in the public domain, young people may then be subjected to additional risks.

It is also important to recognise that the sexting does not refer to one single activity; it can have multiple facets and activities, be connected to sexual pleasure and be linked to a 'normal' part of sexual development; however, something that transpires online can quickly spiral out of

control as it becomes freely available in the public domain. It can be transferred, forwarded, downloaded, uploaded and shared.

**‘Recent evidence suggests that girls are more adversely affected by the risks than boys – it is not a gender neutral practice, it’s something that is shaped by pre-existing gender dynamics and reinforced through the use of technology.’**

*NSPCC – Children, Young People and Sexting May 2012*

Young people are also essentially taking risks with their futures. Increasingly employers, universities and colleges are doing ‘digital digging’ – they are looking at profiles, searching for names and asking questions about the online profile of potential recruits.

Children can also be criminalised for incidents of sexting (see What The Law Says). Though unusual, there is a risk that sharing, possession and uploading of an indecent image can result in a young person be prosecuted under the Sexual Offences Act (2003) and the Protection of Children Act (1978).

It can also significantly affect the mental health and social interactions of young people. Once the image is in the public domain, it is difficult for to control, to know who has seen it and what they have done with it. This can lead to feelings of paranoia and isolation at a time when teenagers need to build up their self-esteem during a crucial stage of their development. The risks of victims, bystanders and perpetrators are different but all three contain a degree of risk that can leave a young person in a vulnerable state and can significantly affect their future. Today’s young people document their lives online. Culturally, there is a seamless connection between the online and offline worlds. However, young people often do not anticipate the implications and consequences of sharing things online as they would offline – there is a disconnect between the two.

The consequences of sexting can be devastating for young people. In extreme cases it can result in suicide or a criminal record, isolation and vulnerability. Young people can end up being criminalised for sharing an apparently innocently image which may have, in fact been created for exploitative reasons. The social and psychological effects on young people can be significant and it is not uncommon for the victim to be expelled, move school or to suffer paranoia and become very isolated. It is essential that we handle these incidents as carefully as possible and offer support to all parties involved whilst abiding by the law. We want to take as many preventative measures as we can to educate young people about risks and to support them in maintaining a healthy digital footprint.

Because of the prevalence of sexting young people are not always aware that their actions are illegal. In fact, sexting as a term is not something that is recognised by young people and the ‘cultural norms’ for adults can be somewhat different. Some celebrities have made comments which appear to endorse sexting – ‘it’s okay, as long as you hide your face’ – giving the impressions that sexting is normal and acceptable. However, in the context of the law it is an **illegal activity and young people must be made aware of this.**

### **Understanding the nature of sexting**

In considering any incident, Trinity Academy will always take account of:

**The age and the developmental appropriateness of their actions:** is the activity appropriate for their age group or is it extreme behaviour?

**Their background or context:** has the child suffered abuse? Are they a looked after child or a vulnerable child? Have they been involved in the criminal justice system? Could their actions have been influenced by the by the influential adults?

**Whether the child was willing or coerced:** was the child subjected to sexual coercion or bullying, or was the incident willingly entered into? Were adults involved?

**The nature of the image that was shared:** how proactive or explicit was it? Does it break the law, i.e. is it a child sex abuse image?

**The level of dissemination:** how widely was the image shared and with whom? How was it passed around?

**Participant intent/motive:** was it simply a 'romantic' gesture? Or was there intent to harm another? What other motive might there be? Was there sexual attention seeking?

**The wellbeing of those involved:** depending on the answers to some of the questions above, you should risk-assess the situation in order to work out whether you need to escalate the issue to protect those involved.

**Whether protection, education or counselling is required:** related to the level of risk. Does what may be a silly juvenile incident warrant a criminal record?

**Urgency and timing:** again relevant to the level of risk – for example, an incident taking place last thing on a Friday may escalate over the weekend

**Involvement of other schools:** we will always contact the senior management team at another school if the sexting involves, or has been disseminated to, pupils there?

## Steps to take in the case of an incident

### Step 1 disclosure by a pupil

Sexting disclosures should follow the normal safeguarding practices and protocols. A pupil 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 social services.

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

**Is the pupil 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 example, is a member of the child protection team on hand and is their advice and support available?**

**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 pupil need immediate support and or protection?**

**Are there other pupils and or young people involved?**

**Do they know where the image has ended up?**

This situation will need to be handled very sensitively. Whatever the nature of the incident we ensure that school safeguarding and child protection policies and practices are adhered to.

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

In a school-based context, it is highly likely that the image will have been created and potentially shared through mobile devices. It may be that the image is not on one single device; it may be on a website or on a multitude of devices; it may be on either a school-owned or personal device. It is important to establish the location of the image but be aware that this may be distressing for the young person involved, so be conscious of the support they may need.

The revised Education Act 2011 brought to bear significant new powers and freedoms for teachers and schools. Essentially, the Act gives schools and /or teachers the power to seize and search an electronic device if they think there is good reason for doing so.

A device can 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 child protection and safeguarding policies.**

**The search is conducted by the Principal, the DSL or a person authorised by them.**

**A member of the safeguarding team is present.**

**The search is conducted by a member of the same sex.**

If any illegal images of a child are found you should consider whether to inform the police.

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 proportionately be dealt with without such referral, most particularly if it involves the child sharing images of themselves.

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

If an “experimental” incident is not referred to the police the reasons for this should be recorded in writing.

At Trinity Academy we will never:

**Search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the pupil/young person UNLESS there is clear evidence to suggest that there is an immediate problem**

**Print out any material for evidence**

**Move any material from one storage device to another**

At Trinity Academy we will always:

**Inform the DSL**

**Record the incident**

**Act in accordance with the school safeguarding and child protection policies and procedures**

**Inform relevant colleagues/senior management team about the legal incident before searching a device**

If there is an indecent image of a child on a website or a social networking site then we will report the image to the site hosting it. Under normal circumstances we would follow the reporting procedures on the respective website; however, in the case of a sexting incident involving a child or young person where we feel that they may be at risk of abuse then we will report the incident directly to CEOP [www.ceop.police.uk/ceop-report](http://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.

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

**Confiscate and secure the device(s)**

We will never:

**View the image unless is a clear reason to do so**

**Send, share or save the image anywhere**

**Allow pupils to do any of the above**

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

**Block the network to all users and isolate the image**

We will never:

**Send or print the image**

**Move the material from one place to another**

**View the image outside of the protocols in your safeguarding and child protection policies and procedures**

### **Who should deal with the incident?**

Often, the first port of call for a pupil is a class teacher. Whomever the initial disclosure is made to must act in accordance with the school safeguarding and/or child protection policy, ensuring that a member of the child protection team and a senior member of staff are involved in dealing with the incident.

The DSL should always record the incident. The Principal should always be informed. There may be instances where the image needs to be viewed and this should be done in accordance with protocols. The best interests of the child should always come first; if viewing the image is likely to cause additional stress, professionals should make a judgement about whether or not it is appropriate to do this.

### **Deciding on a response**

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

Our policy is that it won't always be appropriate to inform the police; this will depend on the nature of the incident. However, as a school we consistently record incidents. It may also be necessary to assist the young person in removing the image from a website or elsewhere.

If indecent images of a child are found:

**We act in accordance with our child protection and safeguarding policy, e.g. SLT/pastoral team**

**We store the device securely**

**We carry out a risk assessment in relation to the young person**

**We make a referral if needed**

**We contact the police (if appropriate)**

**We put the necessary safeguards in place for the pupil, e.g. they may need counselling support, immediate protection and parents must also be informed**

**We inform parents and/or carers about the incident and how it is being managed**

**Contacting other agencies (making a referral)**

If the nature of the incident is high-risk, we will contact the local children's social care team

## **TEENAGE REALTIONSHIP ABUSE**

### **What is relationship abuse?**

Relationship abuse (sometimes called domestic violence) isn't just an argument every so often, or a bad mood after a difficult day. It is a pattern of violent behaviour that someone uses against someone they are in a relationship with. It can cause injury and even death, but it doesn't have to be physical.

It can include:

**Verbal and emotional abuse:** name-calling, threats, isolating you from family and friends, constantly checking up on you, controlling what you wear.

**Sexual abuse:** being forced or pressurised into sex or sexual behaviour that you are not comfortable with, being made to watch pornography against your will, pressure not to use contraception

**Financial abuse:** taking your money, controlling how you spend your money, not giving you what you are owed (ie: child support), stopping you from working or forcing you to work.

**Who does it happen to?**

It can happen to anyone, at any age, no matter what race or religion they are, no matter what their level of education or economic background. Relationship violence also occurs in same-sex relationships. Usually (but not always) it is the man who is the abuser and the woman who gets hurt. Research has shown that some teenagers have worryingly high levels of acceptance of abuse within relationships and often justify the abuse with the actions of the victim i.e. because they were unfaithful.

**Key issues to be aware of:**

**Same-sex relationships:** Lesbian, gay, bisexual and trans (LGBT) young people experience relationship abuse at similar rates as heterosexual young people and, for some, it can be an increased risk factor. LGBT young people can face additional barriers to identifying abuse and seeking help. They may be concerned about revealing their sexual orientation; fearful of homophobic reactions from family, friends and professionals, and unaware of specialist support services.

**Teenage pregnancy** The UK has one of the highest teen pregnancy rates in Western Europe. Being pregnant is a high-risk time for the onset or escalation of abuse as the prevalence of abuse is higher among young mothers than other young women. In fact, young women who are being abused are 4-6 times more likely than their non-abused peers to become pregnant

**Domestic violence at home:** At least 750,000 children a year witness domestic violence at home. Teenage relationship abuse may raise issues for young people who have experienced neglect and/or witnessed domestic violence at home.

**Acceptance of violence against women and girls:** 36% of people in a recent Home Office survey believed that a woman should be held wholly or partly responsible for being sexually assaulted or raped if she was drunk. These beliefs are wrong; a woman is never responsible for experiencing sexual assault.

**Look out for warning signs of relationship abuse**

Some of the signs below could indicate that a young person is experiencing relationship abuse. This list is not exhaustive and young people respond differently.

These signs could also be due to other causes, but it is useful to be aware of common responses.

- Physical signs of injury / illness
- Truancy, failing grades
- Withdrawal, passivity, being compliant
- Changes in mood and personality
- Isolation from family and friends
- Frequent texts and calls from boyfriend / girlfriend
- Inappropriate sexual behaviour / language / attitudes
- Depression
- Pregnancy
- Use of drugs / alcohol (where there was no prior use)
- Self-harm
- Eating disorders or problems sleeping
- Symptoms of post-traumatic stress
- Bullying / being bullied