Norfolk County Council

Safeguarding Children in Education: Whole School Training Package

September 2023

Education Safeguarding Team

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Vital Signs for Children

Part One Legislation

Understanding the legislation related to safeguarding children

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Vital Signs for Children

Background & Legislation

1989 - The Children Act

1999 - Protection of Children Act

2000 - Framework for the Assessment of Children in Need and their families

2002 - The Education Act (S 157 and 175)

2003 - Every Child Matters

2003 – Sexual Offences Act

2004 - The Children Act.

2005 - Local Safeguarding Children Boards established

2006 - Safeguarding Vulnerable Groups Act

2007 - Safeguarding Children and Safer Recruitment in Education

2009 – The School Staffing (England) Regulations 2009

2011 – Munro Review of Child Protection

2012 – Protection of Freedoms Act

- Working Together to Safeguard Children 2018

- What to do if you're worried a child is being abused 2015

- Information Sharing: Advice for practitioners 2018

- Keeping Children Safe in Education 2023

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Section 175 (2): A governing board of a maintained school shall make arrangements for ensuring that the functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school.

Under subsections of the act, this arrangement applies to all schools and colleges, whatever their management arrangements

Education Act 2002

Keeping Children Safe in Education 2023

Summary

Part One

Safeguarding information for **all** staff

Part Two

The management of safeguarding

Part Three

Safer recruitment

Part Four

Allegations made against/ Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors

Part Five

Child on child sexual violence and sexual harassment

Annexes

A: Safeguarding information for school and college staff

B: Further information

C: Role of the Designated Safeguarding

D: Host families- homestay during exchange visits

E: Statutory guidance – regulated activity (children) - Supervision of activity with children which is regulated activity when unsupervised:

F: Table of changes from September 2022

Key changes for 2023

Summary	No changes
Part 1: Safeguarding information for staff	All staff understanding the expectations, applicable roles, and responsibilities in relation to filtering and monitoring **(also referenced in Annex A)**
Annex A	All staff should receive safeguarding and child protection training which should now include an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.
Annex B	**Children who are absent from education** All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. **Mental health** Information added that mental health can have an impact on a child's attendance and progress at school. **Forced marriage** Amended to reflect the change in the law, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not

Norfolk Safeguarding Children Partnership

Every Local Authority in the country must have a Multi-Agency Safeguarding Agreement **(MASA)** in partnership with the Police and Health. In Norfolk, the Norfolk Safeguarding Children Partnership (NSCP) is led by the 3 statutory partners who work together with other local agencies including the voluntary sector to make sure that children are protected from harm and that their welfare is promoted.

The NSCP has robust independent scrutiny arrangements to ensure that people working with children carry out their safeguarding responsibilities as required by the law.

Our work is underpinned by the government document Working Together to Safeguard Children

The Norfolk Safeguarding Framework

Providing Effective Support to Norfolk Children
Right Service, Right Time, Right Duration

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Social Work
Statutory case holding intervention required to safeguard the wellbeing of children and young people in need of care and protection

Family Support
Targeted case holding support for children and families, to help overcome more complex persistent challenges and worries

Universal Services
Supporting families to resolve their own low level needs through provision of information, advice and guidance and access to community/universal services

Community and Partnership
Non case holding service working with other organisations to develop and strengthen support for families at the earliest opportunity through and Early Help Assessment & Plan

Social Work

Family Support

Community and Partnership

Universal Services for all children

Early Help
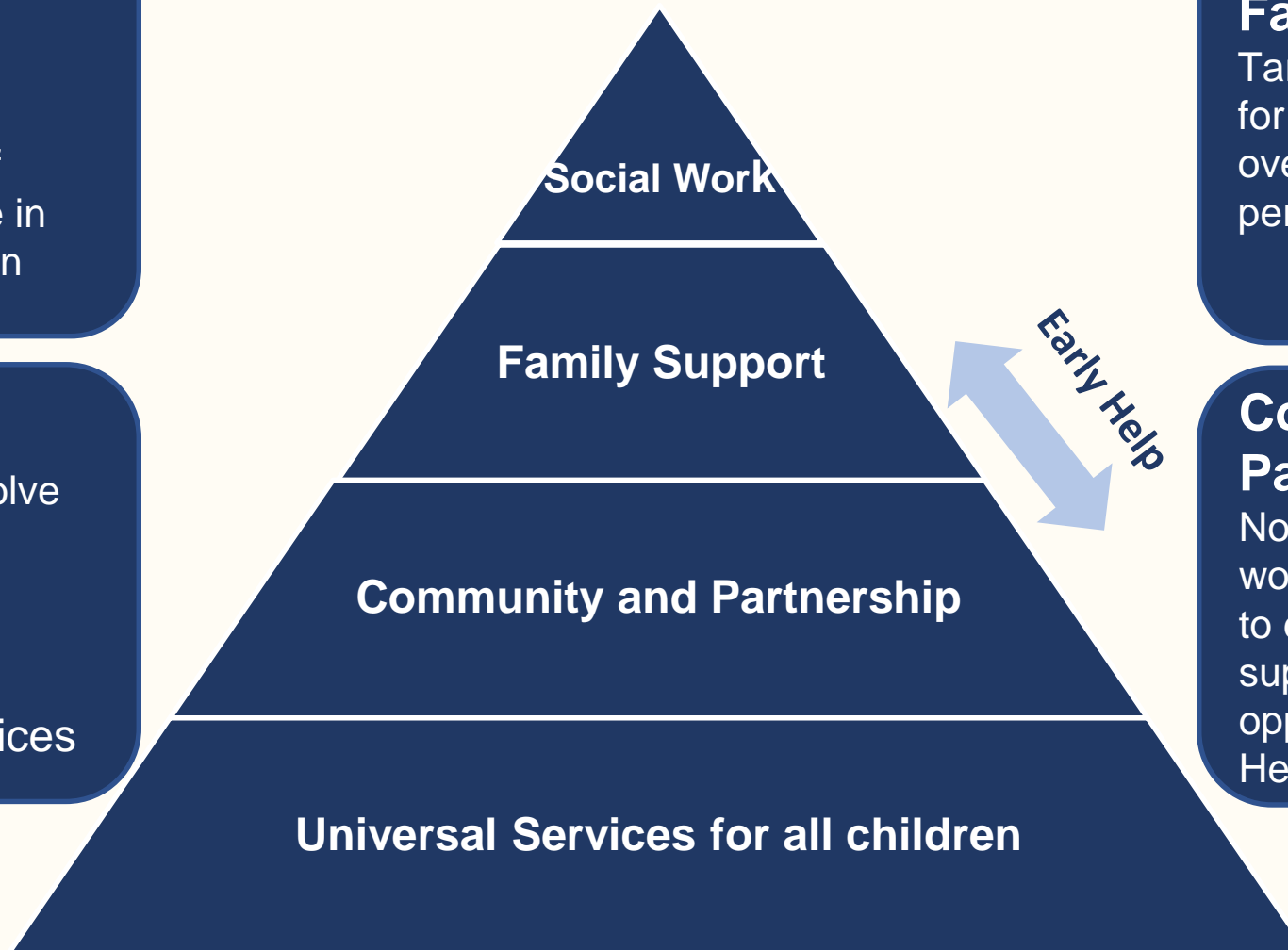
If you have any concerns about a child, contact the Children's Advice and Duty Service: 0344 800 8021. We are open 09:00hrs-17:00hrs. In an emergency, always call 999. 8

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Part Two
Context and culture

To understand the importance of contextual factors and describe a culture of safeguarding

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**Vital Signs for Children**

The role of school and college staff

Safeguarding and promoting the welfare of children is **everyone's** responsibility … School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

All school and college staff have a responsibility to provide a safe environment in which children can learn.

We must always maintain an attitude of **'it could happen here'** where safeguarding is concerned.
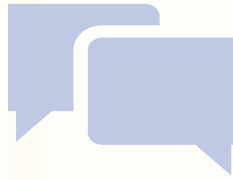
When concerned about the welfare of a child, we should always act in the best interests of the child. We need to always remember that hearing, indeed seeking, the child's voice is essential in allowing us to do this. A child's wishes and feelings are key to understanding the lived experience of children.

Part Three Recognition & Identification of Abuse

To give definitions of abuse and harm and some possible signs it may be happening

What is abuse?

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

Working Together to Safeguard Children (2018)

First, a quick knowledge check

? **What are the 4 main types of abuse?**

Neglect

Physical abuse

Emotional abuse

Sexual abuse

Categories of abuse/harm

Emotional

Neglect

Sexual

Physical

Extremism & radicalisation; The Prevent Duty

Summary of types of abuse

Neglect	Sexual Abuse	Emotional Abuse	Physical Abuse	Radicalisation	Criminal Exploitation
The persistent failure to meet a child's basic needs, for example: • Maternal substance abuse invitro • Food • Clothing • Shelter • Failing to protect from harm or danger • Inadequate supervision • Failure to give access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.	Forcing or enticing a child or young person to take part in sexual activities. Including CSE. For example: Penetration • Oral • Rape • Anal Non-penetrative • Kissing • Masturbation • Rubbing • Touching outside of clothing • Producing sexual images • Watching sexual activities • Grooming • Encouraging children to behave in sexually inappropriate ways	Emotional abuse is any type of abuse that involves the continual emotional mistreatment of a child. It's sometimes called psychological abuse. Emotional abuse can involve deliberately trying to scare, humiliate, isolate or ignore a child. · humiliating or constantly criticising a child · threatening, shouting at a child or calling them names · making the child the subject of jokes, or using sarcasm to hurt a child · blaming and scapegoating · making a child perform degrading acts · not recognising a child's own individuality or trying to control their lives · pushing a child too hard or not recognising their limitations · exposing a child to upsetting events or situations, like domestic abuse or drug taking · failing to promote a child's social development · not allowing them to have friends · persistently ignoring them · being absent · manipulating a child · never saying anything kind, expressing positive feelings or congratulating a child on successes · never showing any emotions in interactions with a child, also known as emotional neglect.	May involve: • Hitting • Shaking • Throwing • Poisoning • Burning • Drowning • Suffocating • A parent fabricates the symptoms of or deliberately induces illness in a child • FGM FGM has or is: • 'the partial or total removal of the female genitalia... for cultural or other non therapeutic reasons'. (WHO).	Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups: · Right Wing · Islamic extremism Extremism is: · Vocal or active opposition to fundamental British values · Calls for the death of members of our armed forces Our British values: · Democracy · Rule of law · Individual liberty · Mutual respect · Tolerance of different faiths and beliefs	Child Criminal Exploitation (CCE) is where an individual or group uses their position of power to take advantage of a child under 18 and coerces, controls, manipulates or deceives them into criminal activity. This could be: • In exchange for something the victim needs or wants such as money, clothes, mobile phones • For the financial gain or other advantage of the perpetrator or facilitator • Through violence or the threat of violence County Lines is a term used to describe the involvement of organised criminal networks and street gangs in moving illegal drugs from cities to other parts of the UK. In Norfolk, eg London.

Signs and indicators

Neglect	Sexual Abuse	Emotional Abuse	Physical Abuse	Radicalisation	Criminal Exploitation
· Tired/listless · Unkempt · Poor hygiene · Untreated medical conditions · Medical appointments missed · Constantly hungry or stealing food · Over eats when food is available · Poor growth · Poor/late attendance · Being regularly left alone or unsupervised · Dressed inappropriately for the weather condition · Having few friends and/or being withdrawn · Ill equipped for school	· Age-inappropriate sexual behaviour/knowledge/ promiscuity · Wary of adults · Running away from home · Eating disorders · Depression · Self-harm · Unexplained gifts/ money · Stomach pains when walking or sitting · Bedwetting · Recurrent genital discharge · Sexually transmitted diseases	· Failure to thrive · Attention seeking · Over ready to relate to others · Low self esteem · Apathy · Depression/self-harm · Drink/drug/solvent abuse · Persistently being overprotective · Constantly shouting at, threatening, or demeaning a child · Withholding love and affection · Regularly humiliating a child	If a child regularly has injuries, there seems to be a pattern to the injuries or the explanation doesn't match the injuries, then this should be reported. Physical abuse symptoms include: · bruises · broken or fractured bones · burns or scalds · bite marks. It can also include other injuries and health problems, such as: · scarring · the effects of poisoning, such as vomiting, drowsiness or seizures · breathing problems from drowning, suffocation or poisoning.	Emotional · Angry · Withdrawn · More confidence/arrogance · Depressed · Upset and/or short tempered Verbal · Using extremist narratives/language · Fixation on a concerning topic · Asking inappropriate questions · Change in use of words · Speech that sounds scripted · Using insulting to derogatory names for another group Physical · Loss of interest in usual friends and activities · Possessing or accessing extremist materials · Concerning internet searches · Change of routine · Drawing inappropriate/unknown symbols · Attempts to recruit others to the group/cause	· unexplained gifts or new possessions · children who associate with other young people involved in exploitation · changes in emotional well-being · Misuse drugs and alcohol · Go missing for periods of time or regularly come home late; and subsequently found in areas away from their home · children who regularly miss school or education or do not take part in education · have been the victim or perpetrator of serious violence (e.g., knife crime) · are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs · are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection · are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity · owe a 'debt bond' to their exploiters · have their bank accounts used to facilitate drug dealing.

Vulnerabilities

Neglect	Sexual Abuse	Emotional Abuse	Physical Abuse	Radicalisation	Criminal Exploitation
Parent factors · Lacking in support from family or friends · Substance misuse problems · A history of domestic abuse, including sexual violence or exploitation · Emotional volatility or having problems managing anger · Mental health problems which have a significant impact on the tasks of parenting · Lack of engagement with services · Mental health or substance misuse problem which has a significant impact on the tasks of parenting · Chronic parental stress · The parent or carer experienced abuse or neglect as a child. Child factors · 1Boys and young men may be less likely to disclose sexual exploitation · disabled children and young people are more vulnerable to child abuse or neglect	· Economic vulnerability · Homelessness or insecure accommodation status · Connections with other children and young people who are being sexually exploited · Family members or other connections involved in adult sex work · Having a physical or learning disability · Being in care or in care in past · Having a prior experience of neglect, physical abuse · Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example) · Recent bereavement or loss · Social isolation or social difficulties · Absence of a safe environment to explore sexuality · Sexual identity	Children who are emotionally abused are often suffering another type of abuse or neglect at the same time – but this isn't always the case. When a family is going through a tough time, parents and carers might find it difficult to provide a safe and loving home for their children. This can happen when families are experiencing: · relationship problems · family arguments · money problems · unemployment · mental health issues · poverty · addiction to drugs or alcohol · domestic abuse.	Risk factors: · Being physically dependent on others. · Low self-esteem. · Previous history of abuse. Child factors: · very young children · children with disabilities and health problems · children who have already been, or are currently being, abused and/or neglected Parental factors: · parents who are young when child is born · parents who are poorly informed about parenting · mental health issues, especially untreated (e.g. depression, antisocial personality disorder, substance abuse and related disorders) Other contextual factors: · single parent households · intimate-partner violence · emotional and financial stress · Environmental factors · poverty · social isolation · violence in the community	Identity Crisis The pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society. Personal Crisis The pupil may be experiencing family tensions; a sense of isolation; low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging. Unmet Aspirations The pupil may have perceptions of injustice; a feeling of failure; rejection of civic life. Personal Circumstances Migration: local community tensions and events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy. Experiences of Criminality Involvement with criminal groups, imprisonment, poor resettlement or reintegration. Special Educational Need Pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.	· Living in a household where there has been neglect and/or abuse · Witnessing or being involved in domestic abuse and violence in relationships · Having parents or carers who experience substance misuse and/or who have mental health issues · High levels of poverty in the family home and immediate environment · A lack of positive relationships and role models · Homelessness · Living in care or leaving care · Having learning disabilities and specific needs · Having mental health problems · Substance misuse · Not having or attending education, training or employment · Involved in anti-social or offending behaviour and/or having contact with peers who are being exploited or are involved in offending behaviour · Association with gangs either through relatives, peers or intimate relationships · Exposure to or experience of, violent crime

Incels

'Incel' (or 'involuntary celibate') refers to an individual's desire for, but lack of, romantic and sexual success. Incels often express intense hatred for women, believing that they are entitled to sexual and romantic attention and perceive women as denying them these needs.

Incels appear to be more of a subculture than a coherent group or organisation and criminal acts are often not intended to progress an ideology. Some Incels may cross the terrorism threshold if they use violence, or encourage action to advance their view of how society should be.

Femcels

A growing femcel movement of involuntarily celibate or single women who, like their male counterparts, turn to online communities to help them feel supported and connected. Femcels believe that "a toxic blend of misogyny and impossible beauty standards" is to blame for their inability to have sexual or romantic relationships.

What is sexual harassment?

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment.

Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment

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What is online abuse?

Online abuse is any type of abuse that happens on the internet. It can happen across any device that's connected to the web, like computers, tablets and mobile phones. And it can happen anywhere online, including:

- social media
- text messages and messaging apps
- emails
- online chats
- online gaming
- live-streaming sites

Children can be at risk of online abuse from people they know or from strangers. It might be part of other abuse which is taking place offline, like bullying or grooming. Or the abuse might only happen online.

Types of online abuse

Cyberbullying
Emotional abuse
Grooming
Sexual abuse
Sexual exploitation

NSPCC

What is Forced Marriage?

Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, <u>even if violence, threats or another form of coercion are not used.</u>

This applies to non-binding, unofficial 'marriages' as well as legal marriages

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage

Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example).

Some perpetrators use perceived cultural practices to coerce a person into marriage.

Schools and colleges can play an important role in safeguarding children from forced marriage.

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Online Safety

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline.

Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

The DSL should take the lead responsibility for understanding the filtering and monitoring systems and processes in place

All staff should have an understanding of these

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Online Safety – why new guidance for 2023?

Frankie Thomas: The tragic pupil death all schools must learn from

The parents of a child who died by suicide after accessing inappropriate material at school explain why they are campaigning to make the government, Ofsted and schools aware of the importance of ensuring that e-filtering and monitoring systems are working properly

14th October 2022, 5:00am

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cyber - dependant crimes include:
• unauthorised access to computers (illegal 'hacking
• 'Denial of Service' attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources
• making, supplying or obtaining malware (malicious software) such as viruses, spyware, with the intent to commit further offence

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their **mental health, behaviour, attendance and progress at school.**

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Part Four Concerns and disclosures

To recognise and manage concerns and deal with disclosures

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Managing Disclosures

All staff should know what to do if a child tells them they are being abused, exploited, or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and local authority children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.

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The role of staff in safeguarding children

✔	✘
Recognise Reassure Respond Report Record Re-refer and challenge if the situation does not seem to be improving	Ignore Dismiss Investigate Examine a child Take photographs of injuries Attempt to resolve in isolation

If staff have any concerns about a child's welfare, they should act on them immediately

Norfolk County Council flourish Vital Signs for Children

Part Five
Safer working practice & concerns/ allegations against adults

To identify the procedures for sharing concerns about another adult's behaviour or about any unsafe practice or safeguarding procedures

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Learning activity

When might you be vulnerable in your role and why?

When might you be vulnerable & why?

When

- Alone with a child

- Administering first aid

- Restraining a child

- When a child seeks affection

- Providing intimate personal care

- When you are unclear about guidance and/ or procedures

Why

- If you fail to report or seek advice/ poor lines of communication

- If you fail to record

- Ethos and culture

- Lack of training or support

Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors

353. Schools and colleges should have their own procedures for dealing with concerns and/or allegations against those working in or on behalf of schools and colleges in a paid or unpaid capacity, this includes, members of staff, supply teachers, volunteers and contractors.

354. This part of the guidance has two sections covering the two levels of allegation/concern:

- **Allegations that may meet the harms threshold**

- **Allegation/concerns that do not meet the harms threshold – referred to as 'low level concerns'**

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Allegations that may meet the harms threshold

This is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college

- **Behaved in a way that has harmed a child, or may have harmed a child**

- **Possibly committed a criminal offence against or related to a child**

- **Behaved towards a child or children in a way that indicates he or she may pose a risk of harm**

- **Behaved or may have behaved in a way that indicates they may not be suitable to work with children**

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Concerns that do not meet the harm threshold

Low level concerns

424. As part of their whole school approach to safeguarding, schools and colleges should ensure that they promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately

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What is a low level concern?

426. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms threshold.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

• is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and

• does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO

Guidance for safer working practice for those working with children and young people in education settings

February 2022

Keeping Children Safe in Education 2023

Reporting low level concerns

Staff need to report **low level concerns** according to the setting's procedures. This may be to the headteacher or chair of governors (if the concern is about the headteacher).

Keeping Children Safe in Education states that staff can report low level concerns to a DSL. If this is the setting's procedure, then the DSL should inform the headteacher of all the low-level concerns in a timely fashion.

The headteacher should be the ultimate decision maker in respect of all low-level concerns

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If you have concerns about a person's suitability to work with children

Pinpoint what practice is concerning you and why. Don't think *"What if I'm wrong?"* think *"What if I'm right?"*

Any member of staff or volunteer who does not feel confident to raise their concerns within school should contact the Local Authority Designated Officer (LADO) or call the NSPCC Whistleblowing Helpline

Voice your concerns, suspicions or uneasiness as soon as possible directly to the Headteacher or to the Chair of Governors

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Stuart Woods taught in a private school. He was jailed for 11 years for sexually abusing a pupil and grooming two others

Richard Giles, a primary school teacher was jailed in April 2022 for 13 years. Richard was found guilty of sexual assaults on several students. These offences dated back to 1999.

Julie Morris, the safeguarding lead at a school was jailed for 13 years for child sexual abuse offences, including nine counts of rape.

Michelle Hollinsworth jailed for 5 years for stealing £500,000 from her deprived school with the help of the school secretary. Staff at the school were denied pay rises and were forced to buy supplies for students.

Sexual Offences Act (2003)

The specific offence for those in a position of trust:

Under the Sexual Offences Act 2003 it is an offence for a person over 18 (e.g. teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if s/he does not teach the child.

Sexual Offences Act 2003

CHAPTER 42

CONTENTS

Part Six
Our safeguarding procedures

To understand what to do if we have concerns about a child in line with our setting's safeguarding policy

St Clements Procedure

- **The Designated Child Protection Lead Professional is Chris Wood**

 (CWO) whole school.

- Deputy Designated Child protection leads are Karen Street, Emily Cawston, Nigel Willingham, Trish Holt, Luke Feaviour, Kelly Rye, Robyn Fisher, Carrie Chappell (have also have the full DSL Child Protection training)

- **Child protection concerns are reported on CPOM's.**

https://stclementshigh.cpoms.net/auth/identity?origin=https://stclementshigh.cpoms.net/

- Any concerns or disclosures **(no matter how small)** should be recorded immediately.

- If in doubt, report.

St. Clement's High School

Identity 🛈

c.wood@stclementshigh.org.uk

•••••••••• 👁

Login

Forgotten your password or using CPOMS for the first time?

Can't log in?

Got a new device?

We advise against the use of autofilled passwords on shared computers.

Login using your CPOMS SSO account

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Any questions?

Evaluation

Always remember: 'Safeguarding is everyone's responsibility'

Online Safety

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline.

Children can also abuse other children online; this can take the form of:
- Abusive messages
- Harassing
- Misogynistic/misandrist messages
- Non-consensual sharing of indecent images, especially around chat groups
- The sharing of abusive images and pornography to those who do not want to receive such content

Keeping Children Safe in Education 2023

Filtering and Monitoring

The DSL should take the lead responsibility for understanding the filtering and monitoring systems and processes in place.

All staff should have an understanding of these sytems and processes

Online Safety – why new guidance for 2023?

Frankie Thomas: The tragic pupil death all schools must learn from

The parents of a child who died by suicide after accessing inappropriate material at school explain why they are campaigning to make the government, Ofsted and schools aware of the importance of ensuring that e-filtering and monitoring systems are working properly

14th October 2022, 5:00am

Filtering is…

1. Stops Illegal online content before it gets to students.

1. Impero Software Ltd became an IWF Member on 1 June 2013 to block access to illegal Child Sexual Abuse Material (CSAM).

1. Impero should block inappropriate online content – but is not 100% effective – so we should be physically monitoring as part of our safeguarding culture.

rnet can host harmful material that is not

Monitoring is…

1. Physical Monitoring - staff directly supervising children using IT devices physically using Impero

1. Monitoring our filtering provider Sophos (changing to Smoothwall) logfile information that details and attributes websites access and search term usage against individuals.

1. Active/Pro-active technology monitoring services where Active monitoring where a system generates alerts for the school to act upon.

1. Pro-active monitoring where alerts are managed or supported by a specialist third-party provider and may offer support with intervention.

What is monitoring for schools?

KCSiE 2023 - Filtering and Monitoring

14. All staff should receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes:

- an understanding of the expectations
- applicable roles and responsibilities in relation to filtering and monitoring

KCSiE 2023 - Filtering and Monitoring

124. Governing bodies and proprietors should ensure that all staff undergo safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring…

KCSiE 2023 - Filtering and Monitoring

138. Online safety and the school or college's approach to it should be reflected in the child protection policy which, amongst other things, should include appropriate filtering and monitoring on school devices and school networks.

Considering the 4Cs will provide the basis of an effective online policy.

The school or college should have a clear policy on the use of mobile and smart technology, which will also reflect the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G).

This access means some children, whilst at school or college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content.

Schools and colleges should carefully consider how this is managed on their premises and reflect this in their mobile and smart technology policy and their child protection policy.

KCSiE 2023 - Filtering and Monitoring

141. Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system.

KCSiE 2023 - Filtering and Monitoring

142. The appropriateness of any filtering and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty.

Online Safety, Filtering and monitoring – our systems and approaches:

Online safety	Filtering	Monitoring
1. Policies 2. RHSE curriculum 3. 'Stop the clock' assemblies 4. ICT lessons 5. All log in with username	1. Firewall provided by Sophos moving to Smoothwall	1. Physical monitoring – ALL STAFF 2. Impero – active when logged in 3. Impero reports

What is online abuse?

Online abuse is any type of abuse that happens on the internet. It can happen across any device that's connected to the web, like computers, tablets and mobile phones. And it can happen anywhere online, including:

• social media

• text messages and messaging apps

• emails

• online chats

• online gaming

• live-streaming sites

Children can be at risk of online abuse from people they know or from strangers. It might be part of other abuse which is taking place offline, like bullying or grooming. Or the abuse might only happen online.

Types of online abuse

Cyberbullying
Emotional abuse
Grooming
Sexual abuse
Sexual exploitation

NSPCC

Indicators of online abuse

A child or young person experiencing abuse online might:

• spend a lot more or a lot less time than usual online, texting, gaming or using social media
• seem distant, upset or angry after using the internet or texting
• be secretive about who they're talking to and what they're doing online or on their mobile phone
• have lots of new phone numbers, texts or email addresses on their mobile phone, laptop or tablet.

NSPCC

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cyber - dependant crimes include:
• unauthorised access to computers (illegal 'hacking
• 'Denial of Service' attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources
• making, supplying or obtaining malware (malicious software) such as viruses, spyware, with the intent to commit further offence