

BEDFORDSHIRE POLICE Guidance Document

SUPPORTING SCHOOLS AND OTHER EDUCATIONAL SETTINGS



BEDFORDSHIRE POLICE
fighting crime, protecting the public

This document is not an instruction manual but guidelines relating to incidents of crime or anti-social behaviour occurring on school or other educational setting premises where a police intervention may be requested.

Dealing with a serious incident is never an easy task but planning, preparation and knowing whom to contact can make the process more straightforward and less challenging.

In order to support schools and other education settings in planning for and responding to serious incidents we have developed this guidance.

A key message of the guidance is to encourage schools and other educational settings to become active partners with their Local Policing Teams. This will have many benefits in terms of ongoing police liaison and support, including planning to avoid incidents, planning following incidents and local information sharing that might prevent difficulties occurring in the first instance.

Bedfordshire Police is committed to supporting and working with schools and other educational establishments

School Watch is a scheme aimed at providing staff with information relating to crimes affecting school buildings, visitor's vehicles, and the personal safety of pupils.

Members of the free scheme will receive messages about crime affecting schools in the Bedfordshire area. The message will include information about the date and time of the offence, as well as any property that may have been stolen or damaged, and descriptions of any possible suspects. The messages will also contain any Crime Reduction advice relevant to the nature of the crime.

Messages can be sent as an email, or a pre recorded voice message to a landline.

Members of School Watch are invited to forward the information in the messages onto members of staff, and pupils as they see fit.

Schools will also receive information about any new initiatives, events and schemes aimed at cutting crime, like property marking.

In some cases School Watch messages will also be given to local residents, asking for any information that may be related to the crime, and asking local residents to report suspicious activity in and around school property.

If you have any questions about the service or wish to join it please email 2Ringmaster@bedfordshire.pnn.police.uk

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At Bedfordshire Police our aim is ***"fighting crime, protecting the public."***

We cover 477 square miles, serve a population of around 550,000 and employ in the region of 1,078 Police Officers, 837 police staff and 109 Police Community Support Officers (PCSOs).

We are also fortunate to have the support of many dedicated volunteers, including 202 Special Constables, who play a major role in helping to police Bedfordshire.

Bedfordshire is a county of contrasts and we work hard to provide a service which meets the needs of all sections of our extremely diverse community, where more than 80 different languages are spoken. We serve large towns with busy shopping centres and vibrant night-time economies, along with rural areas dotted with picturesque villages and hamlets.

The county's policing needs are enhanced by the fact Bedfordshire is less than an hour's drive from London and is home to London Luton Airport, which serves around ten million passengers each year, with flights to destinations throughout Europe and Tel Aviv in Israel.

Bedfordshire encompasses a huge transport network, which links London to the Midlands and Northern England. There are three M1 junctions in the area, the A1 and A6 run through the county and three main railway lines run services throughout Bedfordshire.

Bedfordshire also regularly welcomes thousands of tourists thanks to attractions including Woburn Safari Park and Whipsnade Zoo and hosts events that draw people from far and wide, including Bedford River Festival and Luton Carnival.

Non - emergencies dial 101

If you are dialling from abroad call +44 (0)1234 841212, FAX +44 (0)1234 846450.

When to call 999

In an emergency you should always call 999, or 112 from a mobile.

You should **ALWAYS** ring the emergency number and ask for police if..

There is a risk of personal injury or loss of life

A crime is in progress

Bedfordshire Police is committed to supporting and working with schools and other educational establishments.

Our way of working in schools and other educational settings brings uniformity and consistency and allows us to participate in school by linking into community issues and our force priorities.

We have a minimum level input that each Local Policing Team should offer to schools which is around making sure the schools know who their local PCSO is and making sure the Local Policing Teams know who the safeguarding and PSHE leads for each schools are.

There are also additional interventions we can offer depending on community issues and Local Policing Team's availability including attending safeguarding meetings and responding to trigger incidents with inputs in schools when required.

In relation to educational inputs, there are already a number of lesson plans available for our Local Policing Teams to use in educational settings – this has recently be expanded further with each Local Policing Team receiving a resource pack focusing on year groups 7 to 13. This has made our inputs more consistent across the force and allows us to ensure that the same message is being delivered across Bedfordshire.

It is still down to individual schools to decide what inputs they would like to receive and we actively encourage schools and other educational establishments to develop a good working relationship with their Local Policing Teams as this has many benefits in terms of on-going police liaison and support

Finally we issue this guidance document to all schools giving additional information around when a police intervention may be appropriate, this document includes advice on a range of topics and encourages schools to liaise with their local policing team if they feel a police intervention may be required

LOCAL POLICING TEAMS

Local Policing is at the heart of everything that Bedfordshire Police does to Fight Crime and Protect the Public. We have enjoyed considerable successes in driving down recorded crime levels across Bedfordshire whilst making significant improvements to the amount of crime that we detect. In order to maintain that momentum, and to ensure any victims of crime get the best possible service, we will continue to review our policing model to provide a service to be proud of.

Our fight against criminality and Anti-social behaviour will see us actively target those in the community who cause the most harm and distress. We will maintain a geographic footprint across the county with teams of Police officers and Community officers working closely together to solve the issues of concern at a local level.

Key objectives of the Local Policing are

- Reducing levels of priority crime in the area particularly where the relevant crimes are prevalent
- Engaging with the public and dealing with sustained anti-social behaviour which seriously undermines the quality of life locally
- Gathering intelligence to help identify threats including prolific offenders, vulnerable victims and localities
- Targeting and disrupting prolific offenders and organised criminal gang nominals living in the area
- Commissioning services into a 'place' based on threat, risk, harm and vulnerability

To find out more about your Local Policing Team, including their contact details, please visit www.police.uk

Our Local Policing Teams will...

- Provide each school with a named contact from within the Local Policing Team
- Provide a high profile familiar presence amongst school communities
- Know the name of the safeguarding lead at each school
- Know the name of the PSHE co-ordinator at each school
- Support the delivery of curriculum based inputs according to locally identified needs.
- Where appropriate share intelligence and information
- Support schools with issues where appropriate

In addition and when required they will also...

- Support with return to school interviews for students following fixed term exclusions
- Visit schools following a trigger incident occurring at a school or involving a student
- Refer schools to appropriate experts on improving the physical security of a school.
- Implement Restorative Justice where and when appropriate
- Support schools with truancy issues

Local Policing Teams will also be actively encouraged to support youth engagement work by taking part in formal and informal school activities and consultation opportunities in the school environment

Lesson Plans

Lessons can be delivered according to local identified needs and will be delivered by members of the local policing teams.

Early Years	Basic Police Introduction	Personal Safety	Safe Strangers
Year 3	Being Safe Secrets	Helping Hands Warning Signs	Internet Safety Who can we tell
Year 4	Dealing with Fear Extremes Internet and Virtual friends My Community	Dealing with Negative Feelings Living Together Travel Safety Respect	Legal Drugs
Year 5	What Influences Behaviour Drugs Getting on with others Speaking out Hate and Race Crime Bullying	Arguments Living Together Keeping Safe Weapons Guns and weapons Crime and Consequences	Making decisions
Year 6	Living Together Truancy Calling 999	Looking at Risk Road Safety Knives	Drugs Alcohol Keeping Safe
From Year 7	Anti-social behaviour Knives Robbery & Theft Vandalism	Bullying Guns Assault Graffiti	Personal Safety Burglary Drugs

It should be noted that members of our local Poling Teams are not trained teachers and would only be expected to support teachers deliver a topic

To find out more about your Local Policing Team, including their contact details, please visit www.police.uk

Internet safety

Internet Safety will continue to be one of Bedfordshire Polices main priorities when it comes to educating Children and Young People.

To date 54,677 children and young people across Bedfordshire have received this important from Bedfordshire Police alongside 3212 parents, guardians and professionals.

Our Local Policing Teams have inputs on this topic for students of all year groups as follows:

Reception to year 2	Short 10min circle time story covering basic internet safety and speaking to a trusted adult
Years 3 & 4	30min PowerPoint input covering unwanted contact and online games
Years 5 to 8	60min PowerPoint input covering unwanted contact and cyberbullying
Years 7 to 11	60min PowerPoint input covering unwanted contact, cyberbullying and self generated indecent images

For all inputs a facility to play a PowerPoint presentation (including sound and video clips) would be required.

To arrange an input for students please contact your Local Policing Team (visit www.police.uk for details)

A 90 min parent and guardian or professionals input is also available. To book email

richard.denton@bedfordshire.pnn.police.uk

OTHER INPUTS

Street Robbery *Reducing robbery is a priority for Bedfordshire Police but many young people don't realise what constitutes an offence.*

This 10min 'Assembly' input aimed at year 6 upwards covers what street robbery is, what the consequences of committing a street robbery would be and how to stay safe from becoming a victim. The input also covers the 'Joint Enterprise' law.

Personal Safety *Although the risk of suffering from violence or aggression is very low young people do need to be aware, especially when you they are in a new environment with new people. By taking some simple, basic precautions they can easily reduce the risks and take control of their own safety*

This 50 min input aimed at year 7 upwards looks at how to stay safe in a number of different situations and what to do if the worst does happen

Youth on Youth Violence and weapons *Young males aged 16 to 24 are the population group most at risk of experiencing violent crime. In addition young people may form urban street groups and then end up working for organised crime groups. The presence of and access to weapons throughout youth gangs can escalate the effects on youth violence.*

This 50 min input aimed at year 9's and over looks at why someone might join a gang and the consequences this may have. It also looks at Bedfordshire Polices response to incidents involving weapons.

Violence against the person *Youth violence is violence that takes place between people aged 10-19 years of age. It includes violent acts carried out in schools (e.g. bullying), on the streets (e.g. gang violence) or in night-time environments (e.g. in and around bars and clubs). Current figures show around 12% of 10-19 year olds surveyed across England and Wales admitted assaulting another person in the last 12 months*

This 50 min input aimed at year 7's and over looks at what the law is around violent offenses and how to avoid getting involved

OTHER INPUTS

Being stopped and arrested by the police *Stop and search, when used with the support and confidence of communities, is a valuable tool in tackling criminality. Yet many young people remain unsure of how it should be carried out and what their rights are.*

This 20mins input is aimed at year 7 upwards and gives young people an understanding of the powers around Stop and Account and Stop and Search and what their rights are. The input also gives young people an understanding of what happens when someone is arrested and also looks at how to complain about poor treatment from the police.

Pre-Driver input *1 in 5 young people will have a collision within the first year of passing their test. Nationally a large number of deaths and injuries every year involve collisions involving drivers of less than 2 years experience*

This one hour input aimed at year 11, 12 and 13 students gives young people a greater understanding of the core issues relating to their safety when driving which relay the importance of attitude and behaviour, whilst highlighting choice, responsibility, peer pressure and respect.

Hate Crime *Hate crimes are any crimes that are targeted at a person because of hostility or prejudice towards that person's: disability, race or ethnicity, religion or belief, sexual orientation, transgender identity and can be committed against a person or property. A victim does not have to be a member of the group at which the hostility is targeted. In fact, anyone could be a victim of a hate crime.*

This 10min 'Assembly' input aimed at year 5 upwards covers what hate crime is, what the consequences of being involved in hate crime would be and what to do if you are a victim of a hate crime

The Vampire Conspiracy

Linked to our PREVENT work this 50min input aimed at year 9 upwards gets young people to think about if they are being influenced online and what questions they should be asking when getting information from online sources.

Contacting the police

Like other members of the public, schools are entitled to expect the police to respond helpfully and professionally to reasonable calls for their help. Many police forces set targets for response times to emergencies.

Bedfordshire Police are likely to give particular attention to requests from schools given the nature of a school's responsibilities for potentially vulnerable young people in their care. But the police have many calls on their resources, and schools must, when calling the police, give sufficient information to enable the police to make an informed judgement of the scale of response required.

Discretion and Duty in Reporting Incidents to the Police

A headteacher, like any other citizen, has discretion whether or not to report an incident to the police or seek their assistance. There is no legal requirement to report crimes or other incidents to the police. All citizens, however, have a duty to abide by the law and to assist the police in the maintenance of law and order. It is in the interests of society generally that this should be so. Headteachers will therefore have to decide, on the basis of the circumstances of any incident, whether or not the police should be informed and be asked to give advice or investigate.

In relation to the serious offences (eg life threatening assaults), or in emergencies, it is likely that headteachers would have no difficulty in deciding that the police should be called. Similarly there should be no difficulty in deciding that a minor playground argument between pupils is best dealt with by staff internally

POLICE ASSISTANCE IS REQUIRED

For incidents taking place where there is no immediate danger to life or property, telephone the police on **101** Explain the full nature of the incident. You will be put through to an operator who will log the call, decide if police attendance is necessary and instigate the appropriate response

Examples of this might include:

Overnight burglaries

Vandalism to school premises or facilities

Where a burglary or significant vandalism may cause major disruption to the smooth running of the school it is advisable to emphasise the potential disruption when contacting the police.

EMERGENCIES

The 999 system should always be used when the immediate attendance of a police officer is required. Do not dial your local policing team number as this may well cause a delay in the answering of your call and subsequent police attendance.

When to call 999

In an emergency you should always call 999.

This service is available when you require an immediate response to a situation.

Examples of this include:

- Where there is danger to life
- Where there is a likelihood of violence being used
- Where there is a risk of serious injury
- Where a crime is in progress or about to happen
- Where an offender is still at the scene or has just left.
- Where a suspect is at the scene or the offence has just occurred and an early arrest is likely
- Where a serious road accident has occurred
- Where other circumstances appear to require immediate action by a police officer

If in doubt, DIAL 999. You will not be criticised later.

Obtaining advice and guidance

It is good practice to develop a working relationship with your Local Policing Team. It would be helpful to have a nominated member of the school staff who can provide a named link for the Local Policing Team

Local Policing Teams can provide schools with ongoing advice and support on creating safer schools. It is helpful for schools to share issues on an ongoing basis with the contact in the Local Policing Team

Crimes that can occur in the community at large can potentially occur on school premises. Maintaining close links with the Local Policing Team can prove beneficial. Joint problem solving through the Local Policing Team has proved to be a very effective process in tackling local issues of concern.

Police response to incidents

When an allegation of crime is reported to police, the officer will consult with the school and decide if the incident should be recorded by the school, and dealt with internally, or should be recorded on the Crime Information System and investigated and dealt with by the police.

Schools often question whether an incident should be reported to police as a crime. This may often depend on the circumstances of the incident and the wishes of the pupil involved and their parent/carer.

The following is some guidance around this.

SCHOOL INCIDENTS

These would include minor assaults, low value criminal damage, basic drug possession offences. These are incidents that would usually be dealt with by the school alone. The school would use their own behaviour code and policies to ensure that these incidents are dealt with fairly and proportionately.

SCHOOL AND POLICE INCIDENTS

These would include robbery, more serious assaults, knife offences, supplying drugs and bullying where this could amount to harassment.

These are incidents where schools should liaise with the Local Policing Team to ascertain the most appropriate way in which to deal with the incident. The Local Policing Team can give advice on whether they feel the incident should be investigated by the police, the school or using a partnership approach.

There can be no definitive answer here, as the circumstances of the incident and the views of those involved can influence who should take the lead.

POLICE INCIDENTS

These would include serious sexual assaults and firearm related incidents. These incidents should always be reported to police immediately. Early notification to the police can ensure essential victim care and minimal risk to others. This also allows police to investigate efficiently and effectively, with the prompt gathering of evidence being vital for a full investigation. Once a police investigation has commenced, the police are duty bound to ensure that it is fully investigated. This can be a lengthy process that requires the support and assistance of school staff.

INITIAL ACTION

Whether the incident is drug related, a theft or an assault, there is some initial action the police will take in response to the reporting of a crime. Initial action could include the following:

- The attending officer will seize and secure any evidence. In cases of serious offences the scene will be preserved and forensic evidence secured
- The attending officer will ascertain details of the incident.
- The officer will decide if police action will be taken i.e. in serious cases arrest may be an option or if arrest is not appropriate other action could be taken in consultation with the school

ARREST

Arrest on school premises would be considered a last resort and will only take place if absolutely necessary. Arrest for minor offences should not take place during school hours. This will minimise the disruption of schooling to all pupils. Should a pre-planned arrest be necessary this should be negotiated with the school, prior to the event, with the Local Policing Team being the Single Point Of Contact.

ARREST COULD TAKE TWO FORMS:

- An appointment is made for the pupil to attend the police station at a specified date and time soon after the incident, where the arrest, interview and investigation will take place (street bail).
- The pupil is arrested immediately by the attending officer and taken to the police station, where interview and investigation will take place. (This action will be taken in consultation with the school or in cases where a serious offence has taken place and arrest is the only option). The pupil is entitled to free legal representation and where possible a parent should be present if not an or appropriate adult will be appointed.

ENTERING AND SEARCHING ON SCHOOL PREMISES

Police have powers to enter school premises under the following circumstances:

- By invitation of the Head Teacher
- Under specific police powers – Criminal Justice Act 1988 – Section 139B provides a power of entry to school premises to search for offensive weapons or articles with a blade or sharp point
- Under general police powers – police have general powers under Section 17 of the Police and Criminal Evidence Act 1984 (PACE) to enter any premises under certain conditions. For example:
 - To arrest a person for an indictable offence
 - Arrest a person for certain public order offences
 - Recapturing a person who is unlawfully at large and whom he/she is pursuing¹⁵
 - § Saving life or limb or preventing serious damage to property.

Dealing with pupils who leave premises without permission

Pupils who leave the school premises without permission are not in the first instance classed as 'missing children'. 'Missing children' have a specific definition in law.

For this reason it is essential when reporting incidents where pupils have left the premises without permission that they are reported as 'children leaving the school premises without permission' and not 'missing children'. This will assist the police in their decision making about an appropriate response.

Some of the questions that may be asked by the Force Control Room to ensure an appropriate response are:

- What age is the child or young person.
- Does the child or young person have learning difficulties or mental health problems?
- Are there any concerns about the child or young person's state of mind?
- Are there specific health issues that require regular medication or attention?
- Is there a history of distressed or difficult behaviour?
- Is there a history of self-harming?
- Is there a history of alcohol or substance misuse?
- Is bullying thought to be a factor?
- Is there a history of leaving the school without permission?
- Are there any signs of prior planning to leave the school without permission?
- Is there a history of offending behaviour?
- Are there any known reasons why the child or young person may have left the premises (i.e. concern about a parent, carer or friend)?

LEGAL DRUGS

National guidance states that the police will not normally be involved in incidents involving legal drugs, but schools may wish to inform trading standards or police about the inappropriate sale or supply of tobacco, alcohol or volatile substances to pupils in the local area

ILLEGAL DRUGS

National guidance states that schools have no legal obligation to report an incident involving drugs to the police. Nevertheless, not informing the police may prove to be counter-productive for the school and the wider community. The police should, however, be involved in the disposal of suspected illegal drugs. The disposal of any such drug should be in line with local police protocol. Local Authority Environmental Services can assist with the disposal of drug related paraphernalia e.g. syringes

CRIMINAL DAMAGE

Schools are encouraged to share information with police in relation to graffiti in the form of "Tagging", particularly if they can assist police with identifying those responsible. Tagging can be the source of wide spread vandalism within a community. It often looks unattractive and can increase the fear of crime amongst residents

Accurately record details of the damage found.

OFFENSIVE WEAPONS

It is a criminal offence to possess an offensive weapon or knife on school premises (Offensive Weapons Act 1996, Section 4 & Criminal Justice Act 1988, Section 139 A, Having an offensive weapon on school premises & Section 139 B, Having a bladed or sharply pointed article on school premises).

The above legislation gives police officers the power to search for offensive weapons and bladed articles. It should be noted that these powers do NOT extend to PCSOs. In addition to the above, the Education Act provides a power for members of staff to search pupils for weapons. Head teachers and other members of staff in a school, with the authority of the head teacher, can search a pupil who they have reason to suspect is carrying a knife or other offensive weapon and to search his or her possessions. The search may be carried out only where the member of the staff and the pupil are on the premises of the school, or they are elsewhere and the member of the staff has lawful control or charge of the pupil.

The member of the staff who carries out the search of a pupil may not require the pupil to remove any clothing other than outer clothing, must be of the same sex as the pupil and may carry out the search only in the presence of another person who is aged 18 or over and is also of the same sex as the pupil.

Any knife or offensive weapon found may be seized and should be delivered to police as soon as reasonably practicable.

ASSAULT (INCLUDING OF A SEXUAL OR BULLYING NATURE), THEFT, ROBBERY

Assault is any act intentionally or recklessly causing the victim immediate and unlawful personal injury or violence. It should be noted that an assault does not have to involve an actual force, an assault may involve a threat alone. Indecent assault means an assault accompanied by circumstances of indecency.

The legal definition of theft is when "a person dishonestly appropriates property belonging to another with the intention of permanently depriving the other of it".

The legal definition of robbery is "a person who steals, and immediately before or at the time of doing so, uses force on any person or puts or seeks to put any person in fear of violence".

Report these incidents as soon as possible to the police.

Any incidents of a sexual nature should be reported to the police immediately.

BULLYING

Bullying, in any form, is unacceptable. The definition of bullying is "behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally."

Bullying can quickly escalate into criminal behaviour.

Bullying incidents can often be categorised by the police under a number of other headings as detailed below:

Racist Incidents: "any incident, which is perceived to be racist by the victim or any other person."

Hate Crime: "a crime where the perpetrator's prejudice against any identifiable group of people is a factor in determining who is victimised." This can relate to racial, homophobic, disability and religious issues. Harassment: "to follow a course of conduct which results in the physical and/or verbal persecution of another." The protection from Harassment Act 1997 states "A person must not pursue a course of conduct which amounts to harassment of another, and which he knows, or ought to know amounts to the harassment of the other."

Schools should refer to their bullying policy. It is strongly recommended that at the conclusion of dealing with an incident schools review and update relevant policies.

Trespass on educational premises

The head teacher, as the person responsible for the day to day management of the school or educational premises, can determine who is allowed onto the premises and may specifically withdraw the right of access of a particular individual.

The Education Act 1966 – Section 547 states “any person who without lawful authority is present on premises to which this section applies and causes or permits nuisance or disturbance to the annoyance of persons who lawfully use those premises is guilty of an offence”.

Trespass is a **civil wrong** committed when somebody enters property where he/she has no right to be and refuses to leave when requested to do so by the owner, or his/her representative. In law, if a trespasser refuses to leave the property when asked, the owner/representative is entitled to use “reasonable force” to evict him/her.

Over and above the civil offence of trespass, section 547 of the Education Act 1996 [As amended by Schedule 20 to the Education Act 2002] gives specific powers to deal with trespassers and those causing nuisance in schools. Section 547 makes it a **criminal offence** to be present on the premises of a school without lawful authority **and** whilst there to cause or permit nuisance or disturbance to the annoyance of persons who lawfully use those premises – whether or not the users are present at the time

Under section 547 an “authorised person” or a police constable may use “reasonable force” to remove anyone from school premises if there are grounds for believing he/she has committed or is committing an offence under section 547.

No attempt should be made to remove a trespasser unless he/she has first been asked to leave and has been given time to do so. If he/she then refuses to leave voluntarily, “reasonable force” is dependent upon the circumstances and unique to the situation but essentially requires deploying the absolute minimum force necessary. Any violence over and above what is absolutely necessary could leave the individual liable to prosecution for assault.

In the instance of removal being necessary, police attendance is strongly advised.

It is advised that staff should not use force, however reasonable, but contact the police on 101 or 999 depending upon the teachers / staff assessment of the situation.

Child Sexual Exploitation (CSE)

Child Sexual Exploitation has reached the headlines lately, with high profile investigations and convictions. Whilst there have been few formal reports to date to Bedfordshire Police we are keenly aware that offences are being committed against vulnerable young persons in our area.

Statistics show that 1 in 6 children today are affected by Sexual Abuse or Exploitation; recent research with Luton street sex workers revealed that 100% surveyed had been subjected to sexual abuse / Child Sexual Exploitation (CSE).

Nationally the definition is understood as; CSE involves exploitative situations, contexts and relationships where young people (or a third person) receive 'something' (e.g. food, drugs, alcohol, cigarettes, affection, gifts, money) as a result of performing, and/or others performing on them, sexual activities.

We need to take account of:

Age or power imbalances, overt aggression, coercion or bribery, the misuse of substances as a disinhibitor, whether the child's own behaviour because of the misuse of substances places him/her at risk so that he/she is unable to make an informed choice about any activity, whether any attempts to secure secrecy have been made by the sexual partner, beyond what would be considered usual in a teenage relationship, whether the sexual partner is known by one of the key partner agencies, whether the child denies, minimises or accepts concerns and whether the methods used are consistent with grooming.

Significant risk factors :

Periods of going missing overnight or longer, Older 'boyfriend/girlfriend' or relationship with a controlling adult, Physical or emotional abuse by that 'boyfriend/girlfriend' or controlling adult, Entering and/or leaving vehicles driven by unknown adults, Unexplained amounts of money, expensive clothing or other items, Physical injury without plausible explanation, Frequenting areas known for sex work, Key cards to hotel rooms/keys to unknown premises, Mobile phones, Repeated pregnancies/emergency contraception users/STIs, Involvement in gangs and Witchcraft.

Please be vigilant in the areas you work in for any potential CSE situations. Anyone can come across Most often the young person does not recognise themselves as being exploited, either because they perceive the relationship as consensual and loving, or as their own choice, frequently to obtain drugs / alcohol.

A monthly multi-agency meeting, Sexual Exploitation Risk Assessment Conference (SERAC), has been running since March 2013 for all partner agencies to highlight, discuss and safety planning for children deemed at risk of or experiencing CSE. 20

Recognising Child Sexual Exploitation

ABUSE MODEL 1

Inappropriate relationships:

Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

ABUSE MODEL 2

Boyfriend:

Abuser grooms victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims are required to attend parties and sleep with multiple men and threatened with violence if they try to seek help.

ABUSE MODEL 3

Organised exploitation and trafficking:

Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

1. Mobile phones



- Increase in phone use or secretive use.

- Unexplained phone credit or new phone.

Abusers use mobile phones to command and control victims. They may present the phone as a gift. Abusers can use in-built GPS technology to track victims' whereabouts.

4. Boyfriend/ New friends



- A significantly older "boyfriend" or "friend".

Gangs involved in exploitation will identify a young person and send a man, usually young, good-looking and charming, to strike up a relationship with them (see boyfriend model).

5. Mood swings



- Mood swings or changes in emotional well-being.

- Becoming aggressive and disruptive or very quiet and withdrawn.

Young people who have been sexually exploited may experience, and exhibit, extreme mood swings as they struggle to deal with the impact of abuse.

2. Cars



- Being picked up or dropped off in cars by unknown adults.

- Speaking about car journeys with unknown adults.

Abusers may groom young people by offering to give them lifts in cars. They may cruise the streets in cars looking for young people.

6. Computer



- Spending more time, often excessive, periods online.

- Becoming increasingly secretive about time spent online.

Abusers may target children online, or via smartphones, encouraging them to send messages or even pictures of themselves.

3. Sexualised behaviour



- Inappropriate sexualised behaviour; promiscuity; over-familiarity with strangers; sending sexualised images via Internet.

- Sexual health problems.

Through sexualised behaviour young people may be acting out what has been done to them.

8. Drugs and alcohol



- Appearing under the influence of drugs, or alcohol, or possessing drugs or alcohol.

Abusers introduce children to drugs and alcohol as a way of controlling them and creating dependency.

7. Gifts



- Appearing with unexplained new possessions, such as clothes, jewellery or mobile phones, that cannot plausibly be accounted for.

Abusers give victims gifts, buying first their friendship and later their affections, compliance and silence. (See boyfriend model)



Child at risk

Sexual Exploitation Risk Assessment Conference (SERAC).

The process for referring children and young people either at risk or experiencing sexual abuse through exploitation to the Sexual Exploitation Risk Assessment Conference (SERAC). The SERAC is a pan Bedfordshire multi-agency panel where **ALL** cases of children and young people at risk of or experiencing sexual abuse through exploitation **MUST** be referred.

Please ensure that all SERAC referrals are completed on a **SERAC referral form** accompanied by a completed risk assessment form. Referrers also should ensure they are available to attend the SERAC where the cases they have referred will be discussed as this is not just a paper exercise, you will be informed of the date and time to attend following receipt of your referral.

Please note all referrals should be sent through a secure email to either:

- Sally.Stocker@centralbedfordshire.gcsx.gov.uk for Bedford Borough or Central Bedfordshire referrals
- Olubunmi.Ade-El@luton.gcsx.gov.uk for Luton referrals

If you do not have a secure email address then please read the last section of the SERAC Referral (above) for other methods of sending information securely.

Sharing of intelligence/information with Bedfordshire Police - For any information you have about a child or young person that you believe may be at risk of or is being exploited then please complete the form attached as much as you can and send to Bedfordshire Police, full details are on the form. Please note if you are sending the intelligence/information sharing form to the Police then please also ensure that this is shared securely using the same guidance as above.

**Sexual Abuse of children and young people through exploitation
SERAC Referral and Intelligence Reporting Form.**

**If a Child is at immediate risk or Urgent action is needed,
please contact 999 or 101**

Referral to the SERAC - Yes or No

(Sexual Exploitation Risk Assessment Conference)

NB: Please ensure you complete and the CSE Risk Assessment below.

Please send referrals for Luton to Olubunmi.Ade-El@luton.gcsx.gov.uk and for Bedford Borough or Central Bedfordshire to Sally.Stocker@centralbedfordshire.gcsx.gov.uk

AND/OR

Intelligence report to Bedfordshire Police - Yes or No

Unique reference number

(This could be either the child or young person's social care client number, pupil number or NHS Number for example – this must be added).

Intelligence in respect of Bedford Borough, Central Bedfordshire and Luton should be sent to CIBintel@bedfordshire.pnn.police.uk. Please title your email **Child Sexual Exploitation**. This email address is monitored between 0700 and 1700 daily. **If urgent and out of hours, please contact 999 or 101**

Please do not guess any of the following questions. If you cannot say, please leave blank. Please complete this form as far as you can all information is important and helpful

Details of how to send this referral securely can be found on page 6 of this form

Name of professional						
Post/Job Title						
Agency						
Contact details (address, telephone number and email address)						
Date and time form completed						
Witnessed Incident		By a member of the public		By a Professional		By another child or young person
Level of risk identified	Low		Medium		High	

If there are more than one child/young person, please copy the following section and complete for each additional child/young person.

1. About the Child(ren) /Young person(s) at Risk

Name of child or young person	
DOB or approx age	
Address and telephone number	
Parent/Guardian/Carer: Names and contact details	
	Are they aware of the concerns?
School/College/Educational Establishment: Names and contact details	
	Are they aware of the concerns?
Friends/Associates: Names and contact details	
	Are they aware of the concerns?

Description of the child/young person	
Hair:	
Skin:	
Ethnicity:	
Height:	
Clothes:	
Jewellery:	
Distinguished markings (e.g. tattoos):	
Accent (even if not sure what accent state there was one):	
Nicknames:	

Mobile Phone Activity	
Time of calls	
Frequency of calls	
Number of callers	
Behaviour of child/young person post call (angry, upset, leave the unit immediately etc):	
Appearance when child/young person was last seen:	
Who is the child/young person known to be with:	
Date & time last seen:	
Length of absence:	
Frequently staying out late at night without explanation:	
Episodes of running/ going missing	
Persistently going missing from placement/home	
Missing patterns	
Emotional & Physical appearance upon return	

2. About the person presenting a risk to a Child/Young Person

If there are more than one person posing a risk then please copy the following section and complete for each additional person.

Name:	
Date of Birth or approx. age	
Address or location:	
Telephone number	
Description of the person presenting the risk:	
Hair:	

If relevant, has this been discussed with the young person? YES/NO

Name(s) and contact details of persons/professionals this information has been shared with:

Sexual abuse of children and young people through exploitation
Information/Intelligence Sharing Guidance

This form is intended for the sharing of information/intelligence relating to possible sexual abuse of children and young people through exploitation

This form, once completed, should be submitted, electronically, to Bedfordshire Police at CIBintel@bedfordshire.pnn.police.uk where the information will be analysed and held by the intelligence section within strict data protection guidelines. If agencies would like to discuss the information they hold then please contact **01234 842757**

How to send this form securely? - All information about children and young people should be sent by electronic means where possible. Paper based information should where possible be scanned and attached to secure emails. Care is needed in sending copies of correspondence and also forwarding e-mails as these could often include a "trail" of linked emails which could contain sensitive items.

Always type "Confidential" in the subject line as this will ensure emails that are forwarded out of the organisation are automatically encrypted if appropriate. Patient identifiable data must never be included in the subject line.

When sending patient information, it is the responsibility of the sender to ensure that they are sending to the correct person, therefore always check recipient details carefully.

Not all email addresses are secure like the ones identified below;

@nhs.net	@pnn.police.uk
@gsi.gov.uk	@eu-admin.net
@gsx.gov.uk	@gsisup.co.uk
@gse.gov.uk	@cjsm.net
@pnn.gov.uk	@psops.net
@scn.gov.uk	@sms.nhs.net

Password protecting the form if you do not have a secure email address as above the follow these simple steps;

1. When you have completed this form go into Tools then select options and then security where you will be asked to type in a password. This will mean that the document cannot be opened without someone typing in your password.
2. You email the document protected by the password to the recipient as an attachment.
3. You communicate the password to the recipient by some other means, preferably not by email, and certainly not by the email to which you attached the encrypted document.
4. The recipient uses the password to decrypt the document.

This form is for sharing information that may assist in the prevention, disruption or prosecution of Sexual abuse of children and young people through exploitation, but that does not alone relate to a child protection issue or a criminal offence. Submission of this form does not replace the duty to refer child protection concerns, or to report a crime.

The information sharing levers relevant to use of this form are contained in: The Crime and Disorder Act 1989 (prevention and detection of crime); and, The Data Protection Act 1988 (prevention and detection of crime and/or apprehension of offenders; and, protection of personal data). Under the provisions in the above acts, it is not necessary to obtain consent to share relevant information.

Sexual abuse of children and young people through exploitation is a crime, as set out in the Sexual offences Act 2003; and is a child protection issue as set out in the Children Act 1989. For the purposes of both acts, an individual is a child up to their 18th birthday.

If you have a concern relating to safeguarding children, you should follow the interagency child protection procedures at <http://bedfordscb.proceduresonline.com/index.htm>

If you want to report a crime, you should contact the police on either 999 (emergency) or 101 (Police national non-emergency number)

If you have information to share then please advise your line manager or designated lead for safeguarding. Agree the nature of the information (i.e. is it a safeguarding concern, related to a criminal offence – if either of these, see above) and, if it is information related to possible sexual abuse of children and young people through exploitation, agree who will complete and submit the form. If there may be a safeguarding concern and/or an issue related to a possible criminal offence, you should seek further advice from the relevant agencies and if agreed make a referral or report as appropriate.



PREVENT

Prevent is one of the four elements of CONTEST, the government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

The Prevent strategy:

Responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views

Provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support

Works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with

Radicalisation:

It is important to recognise that the process of radicalisation is an extremely complex issue. People do not generally become terrorists overnight and are often "groomed" by a person or group. The reasons why people become attracted to these groups depends on the individual but the groups usually exploit some sort of vulnerability

**Working Together to PREVENT
TERRORISM**
Call **101** if you have any information
regarding Terrorism

Radicalisation

Radicalisation (or radicalization) is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that (1) reject or undermine the status quo or (2) reject and/or undermine contemporary ideas and expressions of freedom of choice. Radicalization can be both violent and nonviolent, although most academic literature focuses on radicalization into violent extremism (RVE). There are multiple pathways that constitute the process of radicalization, which can be independent but are usually mutually reinforcing.

Why is Vulnerability Important?

Young people may be vulnerable to a range of risks as they pass through adolescence. They may be exposed to new influences and potentially risky behaviours, e.g. drugs and alcohol misuse, influence from peers, influence from older people or via the internet and they may begin to explore ideas and issues around their identity.

What Might Cause a Young Person to be 'Vulnerable' to Radicalisation?

There is no single profile of a violent extremist or single radicalisation pathway, but based on evidence from past cases, there are a range of factors that may cause a young person to be vulnerable and more likely to be attracted to a path of radicalisation. It is important to note that the presence of one or more of these factors will not necessarily lead to radicalisation or engagement in violent activity and every case will need to be considered on an individual basis. Schools are now encouraged to work with local police on awareness of local community issues and tensions which may also be contributory factors.

Schools follow safeguarding procedures and use the Common Assessment Framework (CAF) as tools to support their assessment of vulnerability and the appropriate sharing of information with local partners.

Factors that may contribute towards vulnerability to radicalisation



These are examples of what vulnerability might look like - not an exhaustive list

Tackling radicalisation relies, to a certain extent, on the vast majority of people who reject the terrorist narrative and are determined to challenge it. This has been done through the development of a number of projects to help communities, sectors and institutions to discuss issues surrounding radicalisation. This makes them stronger and better informed to reject the ideology and narratives associated with terrorism.

What Happens if I Have Concerns About Someone Who May be being Radicalised?

Contact your local Prevent Team who will be able to provide assistance and support.

They may be referred to Channel. Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs. We will be releasing an interview with the Channel Sgt shortly which will explain the process more fully.

Channel Project

What is channel?

Channel is a national Home Office Safeguarding project which aims to prevent children and adults from being drawn into violent radicalisation or becoming involved in terrorist related activity.

It uses a multi-agency approach with existing collaboration between local authorities, statutory partners, the police and the local Community to:

- Identify individuals at risk of being drawn into terrorism
- Assess the nature and extent of that risk
- Develop the most appropriate support plan for the individual concerned.

How do I refer someone I have concerns about?

If you or an organisation you work for has concerns about an individual you can contact

The local Channel Coordinator

Bedfordshire Police Prevent team, or Bedfordshire Police via the 101 system

Alternatively Luton Borough Council are an active partner in the local Channel project and can forward referrals onto the local Channel Panel.

Will they go on a police database if I refer someone to Channel?

As a statutory body the police have to keep records of enquires they make into persons who are brought to their attention, for a wide variety of reasons. These can include those who are involved in criminality, as well as the enquires that are made into the safety of persons of concern, missing persons and those who may be vulnerable to abuse as well as those who may be at risk of radicalisation. Records are kept of actions taken to assess the level of risk and what actions are taken to deal with the risk, if appropriate.

Channel is no exception to this. Details of those involved would be kept in the appropriate systems. As this is not the same as the criminal database it would not be used to stigmatise or label the person involved.

What can I expect to happen to the person I have referred?

Initial enquires would be made into the concerns raised about the person to see if there were issues of vulnerability or radicalisation which may need to be addressed. If that were the case, the Channel Co-ordinator would seek further information and advice from partner agencies, and look to put forward a referral to the local Channel Safeguarding Panel. Depending on the circumstances surrounding the individual, the local Channel Co-ordinator may seek to contact the person, but this is not always the case.

Once a referral is received at the Panel, a decision is made as to which agencies should be involved, and what level of support should be given to the person. The Panel oversees the implementation of this support for as long as it is deemed necessary.

Does it work?

That is hard to quantify, but at present it appears that none of the individuals who have been engaged by Channel projects nationally have gone into areas of criminality involving radical extremism.

How can my organisation learn more about Channel and referring someone?

The Home Office website contains details of the Channel Project, but the best way is to engage directly with your local Channel Co-ordinator.

FREE Workshop to Raise Awareness of PREVENT

PREVENT is a big part of Bedfordshire Police's counter-terrorist strategy and aims to stop people becoming terrorists or supporting terrorism by working with individuals and communities to address issues before they become a criminal matter and to stop people moving from extremism into terrorist-related activity

“There is no stereotype for people who hold extremist views. Vulnerability, isolation and personal grievances added to strong political, religious or social views, can result in a person searching for a cause.”

The WRAP input is run free and is aimed at providing guidance and advice to staff who work with children and young people to consider how best to look out for behaviours/traits that might raise 'concerns' as to these risks.

The workshops are predominantly designed to help participants recognise some of the issues that may lead individuals to become involved in, or support violent extremists. It also gives those taking part the ability to recognise the vulnerabilities in the people within the educational settings they work in and more importantly the capacity to understand what these vulnerabilities mean.

We will offer case studies of incidents that have happened in the past and provide opportunities for people attending to consider how they would have intervened and provide possible options as to how they could be managed.

Finally we will discuss how attendees can intervene and refer such individuals in order that some form of intervention can take place to turn a life in a more positive direction.

The event would also provide a great opportunity for us to network, share good practice and introduce you to our Channel Referral Process.

By the end of the workshop attendees will:

- Gain an understanding of the Prevent agenda and be able to identify their role within it.
- Develop their existing expertise and professional judgment to recognise individuals who may be vulnerable to radicalisation.
- Receive a clear picture of the risks and threats both nationally and at a local level.
- Develop knowledge and confidence to discuss concerns.
- Gain a raised awareness of the key issues and how these can be tackled by all agencies to keep Bedfordshire safe and prevent terrorist activity.
- Know how to increase your educational establishments capacity to prevent violent extremism.

Honour Based Violence and Forced Marriage

What is Honour Based Violence?

“Honour based Violence” is a crime or incident, which has or may have been committed to protect or defend the honour of the family and or community”

HBV is a collection of practices which are used to control behaviour within families to protect perceived cultural and religious beliefs and or honour.

Such violence can occur when perpetrators perceive that a relative has shamed the family and or community by breaking their honour code. Women are predominantly (but not exclusively) the victims of HBV, which is used to assert male power in order to control female autonomy and sexuality. HBV can be distinguished from other forms of violence, as it is often committed with some degree of approval and or collusion from family and or community members.

Examples may include Murder, unexplained death (suicide) fear of or actual forced marriages, controlling sexual activity, domestic violence, (including psychological, physical, sexual, financial or emotional abuse) child abuse, rape, kidnapping, false imprisonment, threats to kill, assault, harassment and forced abortion. The list is not exhaustive.

Bedfordshire Police has a small HBV unit which comprises of two police constables which can be contacted via HBA Unit
HBA.Unit@Bedfordshire.pnn.Police.uk

Tel - 01582 394384 (Mon-Fri 0800-1600)

Honour Based Violence and Forced Marriage

A forced marriage is one in which one or both spouses do not or cannot (ie if they have learning or physical disabilities or are underage) consent to the marriage and duress is involved.

Duress can include physical, psychological, financial, sexual and emotional pressure. Men and women can be forced into marriage.

There is a clear distinction between forced marriage and arranged marriage. In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice whether or not to accept the arrangement remains with the respective spouses. In forced marriage, one or both spouses do not or cannot consent to the marriage and duress is involved.

Consent is essential to all marriages. Only the spouses will know if they gave their consent freely. If families have to resort to violence or emotional pressure to make someone marry, that person's consent has not been given freely and, therefore, it is a forced marriage.

If you or someone you know is worried about forced marriage, please call the Foreign & Commonwealth Forced Marriage Unit which can offer:

- A confidential helpline to those at risk of, or affected by, forced marriage
- Information for professionals working with children
- Support workers in embassies to protect citizens subject to forced marriage abroad
- Arranging repatriation and resettlement of those who have been forced, or are at risk of being forced, into marriage abroad

Foreign & Commonwealth Office Forced Marriage Unit

Tel - 0207 008 0151 (Mon-Fri 9am-5pm)

Email - fmu@fco.gov.uk

Website- <https://www.gov.uk/forced-marriage>

or out of hours emergencies, please telephone: 0207 008 1500 and ask to speak to the Global Response Centre

Bedfordshire Police has a small HBV unit which comprises of two police constables which can be contacted via HBA Unit HBA.Unit@Bedfordshire.pnn.Police.uk⁴

Tel - 01582 394384 (Mon-Fri 0800-1600)

'Sexting' in schools: advice and support around self-generated images

What to do and how to handle it



Definition of 'sexting'

There are a number of definitions of sexting but for the purposes of this advice 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 or website with people they may not even know.

Your school policies should outline the protocols relating to any form of disclosure from a student. Sexting disclosures should follow the normal safeguarding practices and protocols. 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 social services.

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 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 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?**

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

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's 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.

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, you will want to consider the implications of passing an incident over to the police, it is not the responsibility of a school to make decisions about the seriousness of the matter. Clearly, if it is a case that involves an adult, the process and potential outcome will be very different. What you will need to consider is how to manage the outcome and process: there may well be safeguarding procedures that your school needs to follow and issues to manage in terms of staff, pupils and the wider school community.

Essentially, though, sexting is classed as illegal as it constitutes sharing and/or possessing an indecent image of a child.

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. The interpretation of this Act has not yet been tested and many schools ban personal devices in schools. For more information about the Act go to:

www.legislation.gov.uk/ukpga/2011/21/section/2/enacted

www.education.gov.uk/aboutdfe/advice/f0076897/screening-searching-and-confiscation/screening-searching-and-confiscation

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 head teacher 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**

Always put the child first. Do not search the device if this will cause additional stress to the student/person whose image has been distributed.

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 that there is an immediate problem**
- **Print out any material for evidence**
- **Move any material from one storage device to another**

Always


- **Inform the school child protection officer (CPO)**
- **Record the incident**
- **Act in accordance with school safeguarding and child protection policies and procedures**
- **Inform relevant colleagues/senior management team about the alleged incident before searching a device**

If there is an indecent image of a child on a website or a social networking site then you should report the image to the site hosting it. Under normal circumstances you would follow the reporting procedures on the respective website; however, in the case of a sexting incident involving a child or young person where you feel that they may be at risk of abuse then you should 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.

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

-  **Always**
- **Confiscate and secure the device(s)**
-  **Never**
- **View the image unless there is a clear reason to do so (see *bullet 2* above)**
 - **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 your safeguarding and child protection policies and procedures.**

The child protection officer should **always** record the incident. Senior management should also 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 so.

There may be a multitude of 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. 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 child are found:

- Act in accordance with your child protection and safeguarding policy, e.g. notify SMT/pastoral team
- Store the device securely
- Carry out a risk assessment in relation to the young person
- Make a referral if needed
- Contact the police (if appropriate)
- Put the necessary safeguards in place for the student, e.g. they may need counselling support, immediate protection and parents must also be informed.
- Inform parents and/or carers about the incident and how it is being managed.

Depending on the nature of the image and the family circumstances of the young person, communication with parents will need to be carefully handled.

Understanding the nature of the incident will help to determine the appropriate course of action. The following case studies exemplify the varying nature of sexting incidents and appropriate levels of response.

★ Case study 1

A group of year 6 pupils aged between 10 and 11 were speaking to each other on instant messenger and using webcams. One girl (with mild learning difficulties) was speaking on her laptop, which was upstairs in her bedroom. She was getting ready for bed and accidentally 'flashed' on webcam. Another pupil (girl aged 10) from the group told the class teacher what had happened the next day at school, who then reported the concern to the head teacher.

Action

The school's Designated Child Protection Coordinator (DCPC) discussed the concern with both the children and parents of the other children involved. It was discussed with a local police officer and agreed that police action was not necessary but that they would support the school in speaking to the girl's parents.

The girl's parents had not considered the impact and possible risk of locating the laptop and its webcam in her bedroom. They agreed to take the laptop to a family area and only allow webcam use when supervised. The school consulted with social services but no action was taken.

The school revisited the subject of e-safety with all pupils in school (appropriate to age and ability) and wrote a letter to all parents directing them to advice and guidance about online safety at home. Specific advice was given to key stage two pupils about the safe use of webcams and sending images. Specific advice was given to the child concerned with support from the school's Special Educational Needs officer (SENCO).

★ Case study 2

A 13 year-old girl was chatting to a boy she met online. He told her that he was 16 and new to the area and that he was using social networking sites to make new friends. They spoke online for a few weeks and she told her friends that she was in a relationship. She also told them that they had been speaking on the phone and she had sent him some naked photos of herself via her mobile phone. The boy then said that he wanted them to meet up in real life at his house to take the relationship further, but that she must keep him a secret. Her friends were worried and spoke to a teacher at school.

Action

The teacher raised the concern with the school DCPC. A consultation took place with social services and the police were spoken to regarding any possible criminal implications. The police advised that they would investigate the incident and found that the 16 year-old boy was actually a 28 year-old man who had been speaking to several young girls and requesting indecent images. He has since been arrested.

The school spoke to the girl and her parents and gave them specific advice about online safety and safe behaviours. The girl was also given targeted support via the school counsellor.

Again, the school revisited e-safety for all pupils using CEOP's *ThinkUKnow* materials and explained how they could report any concerns, e.g. to the school, to Childline or to CEOP. All parents were sent information about the importance of online safety at home.

Sadly, there are cases in which victims of sexting have had to leave or change schools because of the impact the incident has had on them. The student will be anxious about who has seen the image and where it has ended up. They will seek reassurance regarding its removal from the platform on which it was shared. They are likely to need support from the school, their parents and their friends. Education programmes can reinforce to all students the impact and severe consequences that this behaviour can have. Consider engaging with your local police and asking them to talk to the students.

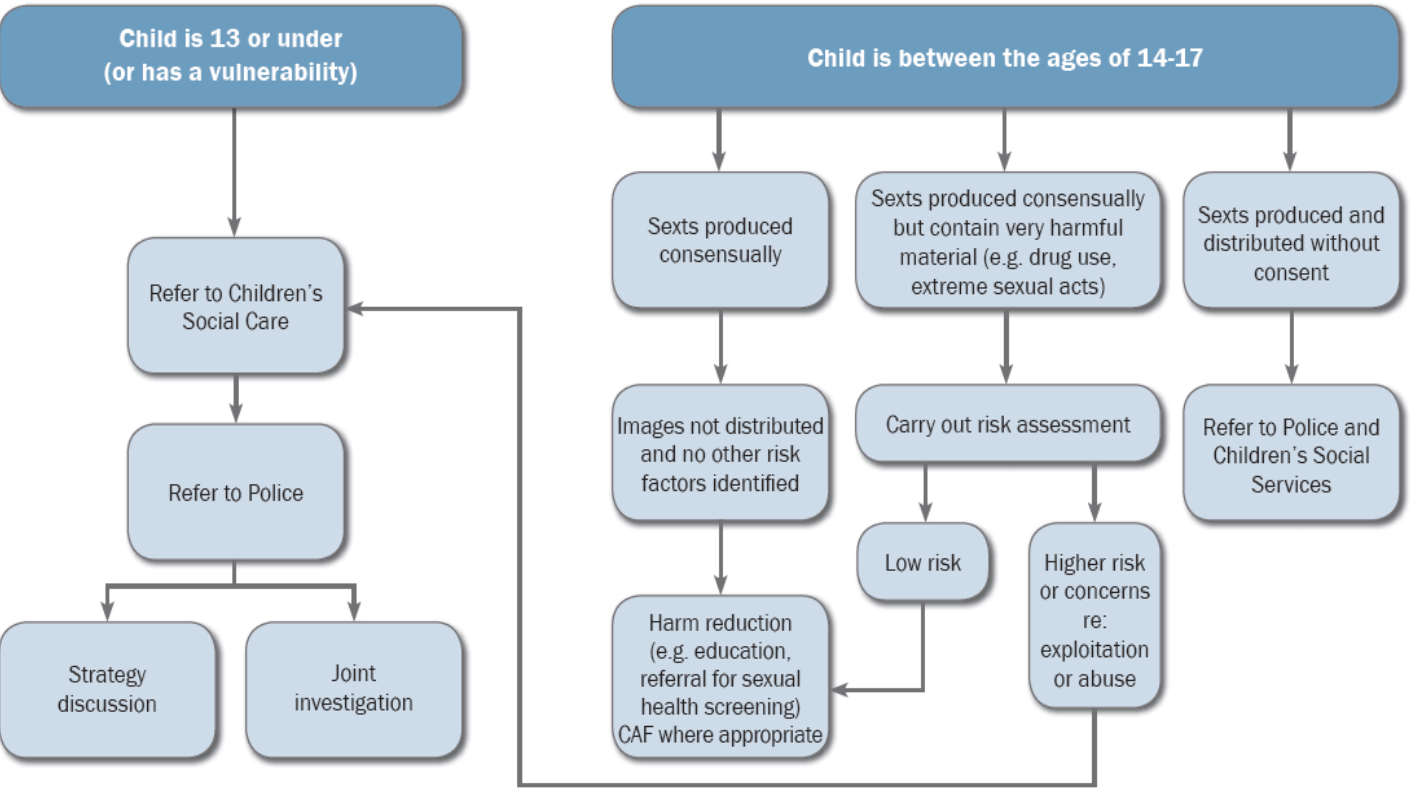
Other staff may need to be informed of incidents and should be prepared to act if the issue is continued or referred to by other students. The school, its students and parents should be on high alert, challenging behaviour and ensuring that the victim is well cared for and protected. The students' parents should usually be told what has happened so that they can keep a watchful eye over their child, 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.thinkunknow.co.uk and the South West Grid for learning have developed advice for young people at www.swgfl.org.uk/sextinghelp

Sexting – Response process for professionals

This flowchart (adapted from 'Medway Local Authority Response Process for Professionals') will help you to make a decision about the actions you need to take.





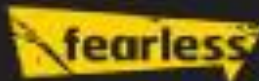
FOR EVERY ACTION

THERE'S A REACTION



BE FEARLESS...

GIVE INFORMATION ABOUT GUN AND KNIFE CRIME
WITHOUT GIVING YOUR NAME AT WWW.FEARLESS.ORG



COULD YOU SAVE YOUR VIRTUAL LIFE?
FIND OUT BY VISITING WWW.FEARLESS.ORG

Fearless is a website supported by Bedfordshire Police where young people can access non-judgemental information and advice about crime and criminality.

What makes the site different is it also provides young People with a safe place to give information about crime - 100% anonymously

You can find out more about the site and order FREE resources and posters by visiting www.fearless.org/not-young-person



Children and Young People Development Officer and School Coordinator

The force Children & Young People Development Officer and School coordinator has force wide responsibility for all issues surrounding children, young people and educational establishments and is able to contribute at the strategic, tactical and operational delivery level in relation to these important areas.

At the strategic and governance level the role supports both the Equality Standards Board (chaired by the Chief Constable) and also the Children and Young People Strategic Group (chaired by the Assistant Chief Constable).

Tactically the role has put in place numerous initiatives and interventions to encourage children and young people to stay safe and deter them from crime. This includes:

Bullying/Internet safety
Diverting young people from crime
Domestic Abuse
Sexual Abuse and Child Exploitation
Missing Children
Street Robbery

The role also extends into partnerships which are crucial in this arena with work including: Xcellerate (pre-driver education); the Central Bedfordshire School Project (community safety); Takeover Days (e.g. Youth on Youth Violence workshop); and the work on fearless.org (crimestoppers youth brand).

The role also engages young people in policing (e.g. the development and promotion of the Bedfordshire Police cadets) and the development of future leaders (e.g. UpRising sessions with Bedfordshire Police).

The role is key to engaging with children and young people through all channels and includes television, radio, group work and the use of social media.

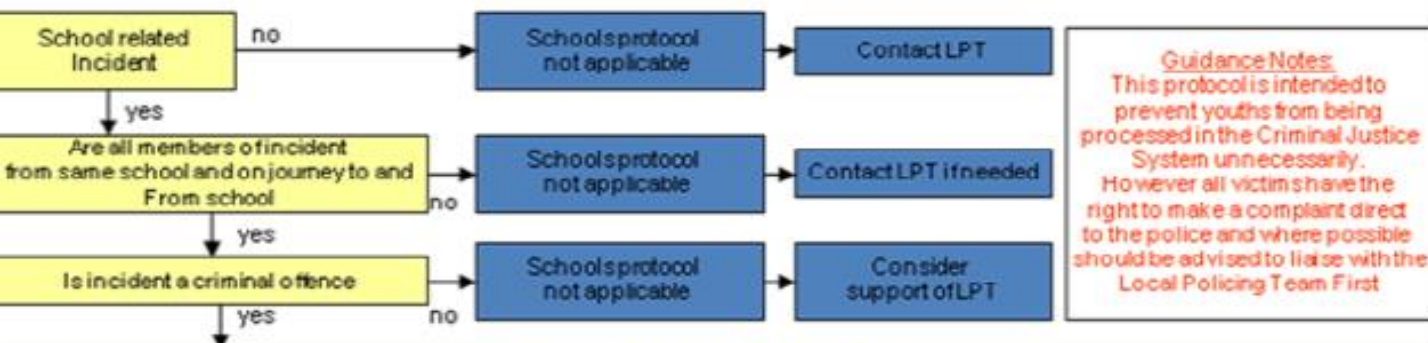
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Follow on Twitter @YouthBedsPolice

Schools Protocol



What type of offence?

