

Scenario 1

A member of staff is really upset; she tells you that the parent of a child in the nursery has said negative things about her on Facebook. She explains that while she was babysitting for the family on Saturday night she broke a table; since then the parent has told other parents not to use her and has said that she isn't fit to work at the nursery because she is unreliable. The parent has also started to say negative things about the nursery and other staff who work there, on Facebook and other social media sites.

Another member of staff also brings to your attention a bad review you have been given on a childcare website which appears to be written by the same parent and names a number of members of staff as being unprofessional.

Scenario –	
<p>Who is at risk in this scenario?</p>	<ul style="list-style-type: none"> • Member of staff • The other members of staff <ul style="list-style-type: none"> - Jobs - Staff morale • Child <ul style="list-style-type: none"> - At risk of being influenced by hearing their parents’ negative comments - Bad role-modelling of how to deal with relational issues (not talking to the person, but speaking behind their back) - Critical approach • Yourself • Nursery Business <ul style="list-style-type: none"> - Funding • Parents could face discontinuity • Other children and families <ul style="list-style-type: none"> - Discontinuity of service - Gossip
<p>What Safeguarding concerns do you have in this scenario?</p>	<p>Collusion Blurred boundaries Is there something more? What else went on?</p> <ul style="list-style-type: none"> • Child <ul style="list-style-type: none"> - Their wellbeing & impact of fallout • Other children <ul style="list-style-type: none"> - Wellbeing - Having police involved • Parents <ul style="list-style-type: none"> - Verbal abuse - Mental health - Broken relationships • Member of staff <ul style="list-style-type: none"> - Defamation of character • Staff <ul style="list-style-type: none"> - Staff accepting parents as “friend” on Facebook – Professional vs Personal
<p>What immediate action would you take to</p>	<ul style="list-style-type: none"> • Investigate & establish the facts <ul style="list-style-type: none"> - Depending on what you find out, take appropriate action. For example, MASH, report to FIB, Police, Oftsted - Consider speaking to the Designated Officer

<p>safeguard the people in this scenario?</p>	<ul style="list-style-type: none"> • Communication with the parents <ul style="list-style-type: none"> - Inform them of police involvement and possible prosecution consequences - Offer them a meeting - Offer them the chance to make a formal complaint, as it is more professional than leaving bad reviews - Adopt policy of 2 people when speaking with parents • Support member/s of staff <ul style="list-style-type: none"> - Re-visit/emphasize safeguarding policies; raise awareness of dangers - Monitor child's behaviour around that member of staff - Look at training, such as accessing online training offered by NSCB - Review procedures in place.
<p>Scenario –</p>	
<p>What immediate online safety advice could you give and to who in this scenario?</p>	<ul style="list-style-type: none"> • Training/Awareness <ul style="list-style-type: none"> - Be aware of what you say/general presence - Whole staff training session on privacy and public domain implications • Support Staff <ul style="list-style-type: none"> - Staff not to react – no comment - Only an official (if any) response - Offer/arrange parent session - Warn other staff to be watchful on their social network and to print/take photos of what they see. - Watch other parents' queries/digging for information • Communication with Parents <ul style="list-style-type: none"> - Print the pages on the internet. - Do not block the parents
<p>What online safety advice could you give in the medium / long term in this scenario?</p>	<ul style="list-style-type: none"> • Training/Guidance <ul style="list-style-type: none"> - Create a risk assessment and action plan, with advice from NSCB, NSPCC, etc. - Ongoing safeguarding training – keep up to date - Review online policy - Look at using positive social media examples - Allow time to work through - Tightening of safeguarding restrictions • Media Training <ul style="list-style-type: none"> - Check website - Make newsletter/staff bulletin - Do not give it away with other parents

Which partners could provide additional help and support in this scenario?

- Partners
 - Advice from CEOP and NSCB
 - Target – additional training
 - Contact Online Safety Advisor - Simon Aston from NCC
 - Safeguarding governor
 - NCC Representative
 - Police/PCSO
 - Educational Psychologist (Critical Incidents)
 - Early Years Advisor
 - NSCB Online Safety Course

Scenario 2

When dropping off Freddie (3), at the nursery, Pauline his grandma asks that Freddie and Jackson do not play together today as their mums have been having an argument on Facebook. When you ask Pauline what has been said she states that Jackson's mum has accused Freddie of bullying by hitting, kicking and biting him.

When you log on to Facebook at lunchtime you notice that Jackson's mum's Facebook account does not have any privacy settings and she has tagged the nursery into a post with a picture of what appears to be a bite mark. You can see that a lot of other parents have been commenting on the posts saying how awful it is.

Scenario –	
Who is at risk in this scenario?	<ul style="list-style-type: none"> • Wider Group <ul style="list-style-type: none"> - Everyone involved in situation - Nursery staff and nurse as a whole agency - People commenting on the post - Funders – Council/Governors/Safeguarding Board (Facebook can be open to all, so reputation/posts can travel) • Child <ul style="list-style-type: none"> - Children: Freddie/Jackson/Other children • Family <ul style="list-style-type: none"> - Parents (both of children involved/other children)
What Safeguarding concerns do you have in this scenario?	<ul style="list-style-type: none"> • Awareness for Staff <ul style="list-style-type: none"> - If happened at nursery, why was it not noticed - Procedures in place and are staff aware? - Concerns over children at risk - Concerns over injury itself and how it occurred and emotional effect of parents arguing - Lack of professionalism with procedures should have contacted mum first • Communication <ul style="list-style-type: none"> - Concerns as to why mum has not been confident to confront nursery (is mum aware of the procedures?) – Mum’s knowledge and awareness - Privacy of nursery only setting - Get facts (3rd hand)
What immediate action would you take to safeguard the people in this scenario?	<ul style="list-style-type: none"> • Media Awareness <ul style="list-style-type: none"> - Ask mum to take post down (screenshot for evidence) - Report to Facebook (review own privacy settings) • Evidence <ul style="list-style-type: none"> - Investigate, don’t assume (follow safeguarding procedures) - Invite parents into discuss - Staff refresher training & procedure review and bring parents to be involved - Work with children around boundaries and own safety, bullying and healthy relationships/friendships - Relationship building with parents
Scenario –	
What immediate online safety advice could you	<ul style="list-style-type: none"> • Child <ul style="list-style-type: none"> - Remove post/immediate response from social media - Awareness of facebook, how wide and many people can see.

<p>give and to who in this scenario?</p>	<p>(looking at consequences and how it is better to report in real rather than cyber world).</p> <ul style="list-style-type: none"> - Ask to take post down • Mum <ul style="list-style-type: none"> - Privacy to mum's account - Mum – Privacy setting advice + how to remove past - Both parents – not identify child online or whereabouts - Set privacy settings on Facebook - Not discuss online – both parents - Looking at correct process of reporting and giving advice • Education Setting <ul style="list-style-type: none"> - Whole school approach - Inc staff training + educating parents - Privacy – to Nursery - Privacy to Nursery staff - Nursery staff to be aware of own facebook pages and settings - Whole school/Nursery training and awareness of appropriate use of all social media. - Is there an online safety policy? Offer training to all staff - CSE awareness of posting images - Taking a screen shot
<p>What online safety advice could you give in the medium / long term in this scenario?</p>	<ul style="list-style-type: none"> • Staff <ul style="list-style-type: none"> - Reviewing staff. - Policy/training refreshers and ongoing updates - Internet/online safety training to parents (move from reactive to proactive team approach) - Awareness of implications of slander - Highlighted in the nursery induction for parents/staff - Not naming child on Social Media - Private Settings - Check policies are relevant - Ongoing updated information available to parent/staff. - Sitting to review & update policies regularly. • Child <ul style="list-style-type: none"> - Lack of control over photos online - Teach children online safety - Model approach online behaviour • Parents <ul style="list-style-type: none"> - Advice to parents/carers

	<ul style="list-style-type: none">- Parents to be advised of private messenger rather than open discussions.- Regular training online/in person and available to parents.
Which partners could provide additional help and support in this scenario?	<ul style="list-style-type: none">• Partners<ul style="list-style-type: none">- Community PCSO/Police- CEOP- Online Awareness- Social Services- Nursery Staff (commissioners if appropriate)- Mediation- External training partners/agencies for staff or parents- Health Visitor- GP or medical professionals- Nursery teaching schools (e.g. Pen Green)- MASH- Think you know – CEOP- NSPCC- Gov Website- Internet watch centre- Get safe online- Simon Ashton NCC

Scenario 3

Sarah is a year 6 pupil who often struggles in class and does not appear to have many friends, often spending break and lunchtimes alone. She tells you she has received abusive messages on Facebook over the weekend. She tells you that it's a pupil in her class and she is upset by the things that have been written about her on Facebook. A number of other children in the class also joined in the abuse. She tells you she really does not want to come to school anymore because of what they have said they will do to her. She says that Facebook is really important to her as it's how she keeps in touch with her cousins in Australia and her other friends who she goes swimming with.

Scenario –	
Who is at risk in this scenario?	<p>Sarah</p> <p>Classmates – peers also using Facebook</p> <p>Mum may need support</p> <p>Her friends / family by association / seeing messages</p> <p>The perpetrators</p> <p>Community tensions – parents taking matters into their own hands</p> <p>What is going on for the children?</p>
What Safeguarding concerns do you have in this scenario?	<p>Not immediate concern, but requires early intervention</p> <p>Fearful of physical / emotional risk</p> <p>Isolation</p> <p>Vulnerability / self esteem – Mental Health</p> <p>Potential problems with family and other friends</p> <p>Privacy settings on Facebook need addressing</p> <p>Year six students having Facebook</p> <p>What online security do parents have</p> <p>Are the perpetrators being pressured into this behaviour</p> <p>Where are the parents? Are they aware their children are on Facebook?</p> <p>How long has this been going on? Context of messages</p>
What immediate action would you take to safeguard the people in this scenario?	<p>Told Sarah she is right to speak up</p> <p>Speak to perpetrators – highlight responsibility and ownership of actions.</p> <p>Contact MASH</p> <p>Restorative Justice</p> <p>Support building resilience / discuss with all involved</p> <p>Protective behaviours / teach Sarah to safeguard herself. Develop resilience and self esteem</p> <p>Report the bullying – make school aware – policies and procedures</p> <p>Speak to parents of all parties – encourage them to be intrusive – monitoring children’s online behaviours</p> <p>Restorative work with the group</p> <p>Work with whole class to embed online safety</p> <p>Protective Behaviour resources and support – trusted adult</p> <p>Signpost to alternative communication</p> <p>Mentoring support for Sarah – self esteem – safe friendships</p>
Scenario –	

<p>What immediate online safety advice could you give and to who in this scenario?</p>	<p>To Sarah</p> <ul style="list-style-type: none"> - How to block these people (bearing in mind that Sarah is under 13 years and therefore under minimum age for Facebook). Security settings for social media and internet provider - Identify an appropriate adult for advice and support - Look at alternative communication methods in the short term – avoiding social media <p>To Peers:</p> <ul style="list-style-type: none"> - Would give info on the implications of inappropriate posts - Advice around Facebook. Talk about all aspects but specifically safety online <p>To Family / Carers:</p> <ul style="list-style-type: none"> - Advise similarly to Sarah – request support - Meet with parents – advice and information around online safety. Advice on how to approach with children <p>To Others</p> <p>Target parents of children involved around internet safety and awareness. “Do you know what your children are doing online?”</p>
<p>What online safety advice could you give in the medium / long term in this scenario?</p>	<p>To Sarah</p> <ul style="list-style-type: none"> - Identify Link Worker to mediate between home and school - Peer support / creative workshops <p>Responsible Adult</p> <ul style="list-style-type: none"> - Create a plan for monitoring. - Protective Behaviours input <p>Peers</p> <ul style="list-style-type: none"> - Schools providing online awareness across the curriculum - Consider value-based education <p>Parents</p> <ul style="list-style-type: none"> - Parenting courses. <p>Others</p> <ul style="list-style-type: none"> - Support to staff and appropriate training - Liaison with Family Support – sustaining internet monitoring and safety - Embed – Embrace – Empower - Digital Role Models - Digital Free Zone - Critical Thinking - Digital Sunset - Re-building Self Esteem <p>Outside activities</p>

<p>Which partners could provide additional help and support in this scenario?</p>	<p>Specialist advisors (online peer monitor) CAMHS – online provision. Childline NSPCC CEOP E-Aware Youth Counselling School Nurse Online Safety Officer Restorative Justice Thinkuknow website Community Police (PCSO) SENCO School Governors Secondary provision to ensure support in transition CSE Professionals NCC Early Help NSCB Educational Psychologist Direct parents to getsafeonline website Family Support Worker Young Northants VOICE Service Six</p>
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Scenario 4

Suravi is eight; she is always polite and well behaved. She gets on well with the other children and is always friendly with staff. Her mum always drops her off and picks her up; mum is friendly but has very little English and relies on Suravi to translate messages for her.

Today Suravi is quiet and, uncharacteristically, does not put much effort into her work. After lunch one of the Lunchtime Assistants says that she is concerned with something Suravi has said. Suravi was sitting alone in a corner of the playground and, on checking how she was, Suravi had said she doesn't want to watch any more of the videos. On being asked "Tell me what you mean by that" Suravi says "I don't like having to watch Fatimah's videos on her computer. I don't like the blood....the man's head....he chopped it off; it fell on the floor" She then bursts into tears and does not say any more. Fatimah is Suravi's fifteen year old sister.

Scenario –	
Who is at risk in this scenario?	<p>Both children are at risk – perhaps the whole family. Are there any other children in the home? Could be a radicalisation concern or “just a film” Suravi is young and exposed to sisters films Fatimah is still too young to be exposed to these images Not enough detail on other family members – friends of Fatimah and their families Mother – poor English leaves her reliant on a year 8 for communication The community Fatimah and Suravi’s peers</p>
What Safeguarding concerns do you have in this scenario?	<p>Exposure to inappropriate films Is the film a form of online radicalisation or a horror movie Family – parenting concerns? What is the girls’ family life like? How much time is Suravi spending alone with her sister? Unsupervised use of the internet Is Fatimah being groomed / radicalised. Isolation – spends time on her own in her room watching videos The long term emotional impact of these images for both girls Parents’ language barrier</p>
What immediate action would you take to safeguard the people in this scenario?	<p>Alert DSL in school - call to MASH / Prevent and to Parents if safe to do so. Referral? Call to Fatimah’s school – share concerns Voice of the child? Initial reassurance for Suravi Risk assess the situation with guidance from MASH and Prevent Design a plan to support the family from (a) if it is entirely innocent to (b) radicalisation Remove Fatimah’s computer - or lock down social media access. Support for lunchtime assistant – reinforce confidentiality and document case.</p>
Scenario –	
What immediate online safety advice could you give and to who in this scenario?	<p>Suravi</p> <ul style="list-style-type: none"> - Protective Behaviours - Keeping Safe - Who to talk to <p>Fatimah</p> <ul style="list-style-type: none"> - Inform school – what advice have they given? - Police will remove computer and phone immediately <p>School</p> <ul style="list-style-type: none"> - Online safety advice / CEOP to classmates /peers /staff <p>Family / Others</p>

	<ul style="list-style-type: none"> - MASH / Prevent-led communication (interpretor). Supporting family and guidance - Prevent will be able to advise if this becomes a serious case - Simon Aston - Advice to parents about online safety and their daughters' exposure to inappropriate images
<p>What online safety advice could you give in the medium / long term in this scenario?</p>	<p>Filtering – responsible internet usage Whole family guidance and support Issue is very broad – could be a larger concern with whole family radicalisation / cultural / family / friends or could be relatively innocent Reactive package to support both siblings in all settings Review of current procedures in both schools to support positive choices Advice to local religious community / youth groups Prevent training for school Liaise with other local schools about their policies / awareness raising</p>
<p>Which partners could provide additional help and support in this scenario?</p>	<p>MASH Prevent NSPCC – guidance NCC online – Simon Aston NSCB / NCC DfE.gov Getsafeonline Youth / community engagement officers School nurse Primary care – GP Early help and prevention – to T4 if needed Both schools CEOP</p>

Scenario 5

Jordan, a year 4 boy tells you at the end of break that his older sister Claire, who goes to the local secondary school uses Snapchat a lot and speaks to lots of men. Mum and Dad don't engage with the school a lot although they have attended parents evening you have not seen them at any other time. Jordan is brought to school by a childminder and is either picked up by the same childminder or twice a week, attends the after school club where he is picked up by his Granddad. You have tried to call the parents in the past but they never answer the phone and any letter you send home requesting they contact you seems to be ignored. Parents' evening is in one week but you are worried that Jordan has not booked an appointment. You have tried to speak to Jordan about what he means by 'lots of men' but he doesn't say anything just that his sister stays in her room all night on her iPad.

Scenario –	
Who is at risk in this scenario?	Jordan and Claire Other children at childminder?
What Safeguarding concerns do you have in this scenario?	Prevention equals protection Parents lack of engagement “Lots of men”?? Claire is in her room on her ipad all night CSE – online grooming Exposure to Jordan Hidden adults Neglect
What immediate action would you take to safeguard the people in this scenario?	Contact parents urgently. Re lack of engagement – do you have the correct contact details? – Home visit Call Claire’s school Contact MASH Speak to Grandfather – does he have any concerns? DSL needs to speak to Jordan Jordan needs to have an outlet – speak to an appropriate adult Depending on outcome with parents / secondary school – initiate EHA to support family School work for online safety Reassure Jordan he was right to speak out
Scenario –	
What immediate online safety advice could you give and to who in this scenario?	Jordan – Enquiries needed – Online safety – How to protect /keep yourself safe – Reassure Jordan he did the right thing telling you – discuss his internet use, reporting button etc. Claire (how old is Claire?) – Enquiries needed – Online safety – How to protect /keep yourself safe – What is her level of understanding about internet use? Parents – Parents – given parenting advice.

	<ul style="list-style-type: none"> - Engaging with other parents on online safety programme, direct them to online resources - Parents made aware of concerns / risks etc ascertain their level of situational insight <p>Grandad Childminder's role Make yourself available to speak to</p>
<p>What online safety advice could you give in the medium / long term in this scenario?</p>	<p>If parents don't engage – referral to other agencies to support. Is this neglect.</p> <p>Talk about family's digital rules Protective behaviours for Jordan Parents information / toolbox Invite parents to information evening NCC Link CSE assessment (Claire) School presentations per year Keeping safe / self esteem / resilience / healthy relationships Public / private access 24/7</p>
<p>Which partners could provide additional help and support in this scenario?</p>	<p>NCC NSPCC "Target" Online links – getsafeonline School - PHSE Sister – self esteem – see the school nurse Protective behaviours – curriculum Mentor role for sixth former – someone to talk to Help Claire to develop "real" relationships, build perception of self Family link worker Getting partners involved is the issue – information into schools about support and resources available</p>

Scenario 6

Hannah is a year 10 girl, she is a high achiever who is in the top set for the majority of her subjects. She has taken a screenshot of a 'selfie' image taken by a girl who is no longer in her friendship group as she had been spreading rumours that Hannah was a virgin. Hannah has circulated the screenshot with abusive comments. The victim has approached her tutor and is extremely distressed by the comments being made by Hannah and other pupils in school who have copies of the image and comments which are now being circulated in other schools around the area.

Scenario –	
Who is at risk in this scenario?	<p>Hannah The girl in the selfie Any other pupils involved The families of Hannah and “selfie girl” Anyone else who has received the picture School and local communities</p>
What Safeguarding concerns do you have in this scenario?	<p>Has a crime been committed? <ul style="list-style-type: none"> – Is the picture sexually explicit? – How many people have the picture? Online bullying Sexualisation / grooming Under the age of consent Wider area involved due to spreading of information “Selfie Girl” is vulnerable to online grooming/local perpetrators/CSE Emotional impact Self esteem issues – ripple effect Hannah is vulnerable <ul style="list-style-type: none"> – Why is she bullying? – Where is the peer pressure coming from? – Why does she feel abusive comments are OK? Why is being a virgin considered a problem? Why did “Selfie Girl” spread that rumour? Concern for victim <ul style="list-style-type: none"> – Vulnerability / Self esteem – Peer on peer abuse – What have the school done to support her? Anti bullying policy Tutor should be supported by DSL</p>
What immediate action would you take to safeguard the people in this scenario?	<p>Support for “Selfie Girl” Education for Hannah <ul style="list-style-type: none"> – Discussion – how / why / who with? Further investigate and seek advice (internal and external) Refer to appropriate agencies – MASH / Police Joined up working with other schools Contact parents of Hannah and “Selfie Girl” Remove post / report to social media Contact other schools</p>

	<p>Restorative behaviour / mediation within friendship group</p> <p>Identifying impact / influence on behaviour</p> <p>Support victim to minimise impact on self esteem</p> <p>Talk to parents - offering support</p> <p>Online safety workshop – whole year group</p>
<p>Scenario –</p>	
<p>What immediate online safety advice could you give and to who in this scenario?</p>	<p>Talk to the parents of both Hannah and “Selfie Girl”</p> <p>Set out school expectations and the implications/consequences of their behaviour</p> <p>Put monitoring in place</p> <p>Give guidance appropriate to the nature of the selfie</p> <p>Send out information / links to online resources to all parents / carers</p> <p>Where did Hannah get the picture</p> <p>“Selfie Girl’s” privacy settings</p> <ul style="list-style-type: none"> - Who else can see her picture(s)? - How to protect herself/block people <p>Parents</p> <ul style="list-style-type: none"> - Parental locks - Suspension of tech - Signposting to online safety resources <p>Level of supervision in the home</p>
<p>What online safety advice could you give in the medium / long term in this scenario?</p>	<p>In house online safety programme</p> <p>Invite in external speakers</p> <p>Embed online safety across the curriculum</p> <ul style="list-style-type: none"> - Review online safety / PHSE curriculum – is it still current and embedded? - PHSE / tutor time – embed, embrace, empower - Are staff all giving out the same / correct messages? - Year 10 – appropriate lesson scenarios <p>Early help interventions</p> <p>Include training for parents / staff and siblings</p> <p>Guidance on consent</p> <p>Healthy relationship / sex education</p> <p>Bullying and its impact</p> <p>Restorative justice work</p> <p>Policy review / change in school</p> <p>Suggest local schools adopt a single policy</p>

<p>Which partners could provide additional help and support in this scenario?</p>	<p>Websites – eg NSPCC NCC online safety officer MASH RISE CEOP Lowdown RISE (dependent on additional information) CAN CYPN – self esteem, healthy relationships – age appropriate Parents as partners – empower them to discuss online safety with their children Service Six YOS Catch 22 Police / PCSO School Nurse</p>
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Scenario 7

Tom is sixteen; he is a student who, until recently, has never stood out for any reason; he is not a high achiever but puts in effort, his attendance is good. He tends to keep himself to himself but will sometimes play football at break with other students. His mum has been to some parents' evenings but no-one has seen his step-dad in school.

During a recent PSHE day Tom was in a group which had a talk on forced marriage. Following the session the guest speaker went to a member of staff and said that a boy had made derogatory remarks about her ethnicity. On being asked to describe the boy she pointed out Tom who was standing in the corridor. Tom was spoken to about the inappropriateness of his behaviour but he denied it.

Today a student shows you a photo of Tom which the student says Tom has posted on line. The photo shows Tom smiling to the camera and showing off a tattoo, of a Celtic cross and "WP" written underneath it, on his arm. You see Tom later and he has a bandage on his arm and tells you he cut his arm on a door at home by accident.

When you mention this in the staff room another teacher says that they had to speak to Tom a few weeks ago as he was caught writing a racist message on the toilet wall with the #BritainFirst

Scenario –	
<p>Who is at risk in this scenario?</p>	<ul style="list-style-type: none"> • Child <ul style="list-style-type: none"> - Tom is at risk • Parents <ul style="list-style-type: none"> - Siblings/family members (also radicalised and being abused) - Step Dad • Friends <ul style="list-style-type: none"> - Other students- suggesting may be racially explicit • School <ul style="list-style-type: none"> - Other students/staff of non british region origin - School • Wider Circle <ul style="list-style-type: none"> - Other public members - Wider Community = pre criminal space - Society - Everyone - Unknown others
<p>What Safeguarding concerns do you have in this scenario?</p>	<ul style="list-style-type: none"> • Radicalisation of Tom <ul style="list-style-type: none"> - Homelife, - What relationships with biological father • Childs Voice <ul style="list-style-type: none"> - Grooming of Tom, accessed Tom? - Potential harm and public protection concerns - No one is listening to the voice of the child - Self Esteem - Was tatoo forced upon him, racist concerns, possibly of being isolated leading to speeding up radicalisation • Other <ul style="list-style-type: none"> - Environmental Influence – online, family, friends group - Prevent strategies - Online usage – Who? What? Critical thinking. - What is under the bandage? Self harming - Safeguarding procedures of this organisation, rascist message on toilet wall was not reported. - Peer pressure - Exploitation - School

<p>What immediate action would you take to safeguard the people in this scenario?</p>	<ul style="list-style-type: none"> • Support <ul style="list-style-type: none"> - Professional curiosity - Establish whats happening in childs life - What is Toms voice, the voice of the child - Requires intervention work to address inappropriate behaviour - Family support & group working – family views - Requires fact finding. - Advice from prevent lead (Share intelligence plan) - Referral to MASH & Channel (prevent) - Professionals meeting - Report incident to protect officer & seek advice. - Speak to parents following advice - Review safeguarding procedures urgently. - Discussion • Partnership <ul style="list-style-type: none"> - Risk Assessment, Support, Policies & Procedures (Review) - Safer partnership working.
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Scenario –

<p>What immediate online safety advice could you give and to who in this scenario?</p>	<ul style="list-style-type: none"> • Child <ul style="list-style-type: none"> - Tom – is he accessing a risk? - Tom’s voice establish the story – Risk around parents - Provide a safe place/environment to discuss Tom’s voice/concerns - Counselling for Tom - Tom to understand the consequences - Trust, Peers, Self Esteem, Aspect online world & social media - Bespoke package/Agile methology - Specific prevent work through the Channel (other family members too if appropriate) • Others <ul style="list-style-type: none"> - Friends and peers – discuss access/chat? Access to interenet? <ul style="list-style-type: none"> ▪ Digital freezones ▪ Remember his ethnicity - Pupils – CEOP/Critical thinking - Teachers – Useful websites. NCC – esafety officer - Safety protective behaviours - Healthy relationships
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	<ul style="list-style-type: none"> - Family - Prevent - Family – Raising awareness/Role modelling 3D’s - PHSE,3E’s, - Tom – CEOP/resilliance/unhealthy relationships/refer change - Social Media Sites, School Pasture
<p>What online safety advice could you give in the medium / long term in this scenario?</p>	<ul style="list-style-type: none"> • Medium Term <ul style="list-style-type: none"> - Tom – 3E’s & 3D’s - Peers education, Teachers education and understanding of abuse - Self Esteem - Critical thinking - Family target as well - Online safety delivered. - Tom – who is Tom accessing/vise versa - Family – Awareness of radicalisation/search engines. • Long Term <ul style="list-style-type: none"> - Work with students and staff on staying safe & reporting concerns to keep each other safe. - School, Governors (school policies) - Signpost the different online advice sites available to all. - Embed, embrace, empower message all the school staff. - Promote possitive message not just negative, digital resillience.
<p>Which partners could provide additional help and support in this scenario?</p>	<ul style="list-style-type: none"> • Partners <ul style="list-style-type: none"> - Online safety officers, NSPCC, etc - CEOP - If parents/peers involved – MASH? Other organisations - LADO? “If football group” - Police (ecins) - Prevent/channel East Mids - Esafety – NCC – Education, - School Nursing Service - Police Cyber Crime - Social Services - Cyber Champions - Service Six and Service Six Target Team - Early Help, Social Care - Counselling support - Prevent training for all staff - Childnet – Online Safety Officer – School Nurse – Early Help Team

Scenario 8

Chloe has never really stood out in class and always does well when it comes to tests, exams and homework.

In class you overhear Chloe telling her friend Maddie about a massive argument she and her parents had the previous night. It appears that they have found nude pictures of her on her mobile phone.

Talking to Chloe after class she admits sending the pictures to a 37 year old man she met online via Facebook a few weeks ago, she also admits that she speaks to the man every night now on a private chat room. Chloe tells you that she is in love with the man, describing him as her 'boyfriend'. The man lives in Wales, they have never met face to face but she tells you that he has sent her train tickets for them to meet in the next school holiday.

Scenario –	
Who is at risk in this scenario?	<ul style="list-style-type: none"> • Child <ul style="list-style-type: none"> - Chloe, Maddie any other friends eg join her - Chloe is the main risk • Other friends <ul style="list-style-type: none"> - Maddie at general risk of online exploitation like other children • Others <ul style="list-style-type: none"> - Local children lured to room/others in his area or in contact with him - Man at risk, does he think Chloe is older? - Teacher/school following procedure
What Safeguarding concerns do you have in this scenario?	<ul style="list-style-type: none"> • Child <ul style="list-style-type: none"> - Images have been shared - Naked pictures of Chloe - Isolation techniques - Grooming has taken place - Abuse is planned & progressive - Financial dominance of perpetrators - Physical Location - Age of groomer - Use of private chat rooms/ Chatting at night - Emotional Chat Rooms - Sexting – inappropriate images - Physical Health - Missing episode a possibility - In love with man - Retribution (perpetrator & peers) - No prevention measures • Friends <ul style="list-style-type: none"> - CSE with Chloe/friends - Online concerns via websites used - Maddie could get involved, anxiety worry about friend • Family <ul style="list-style-type: none"> - Parents well informed? Have they caused Chloe to shut down
What immediate action would you take to	<ul style="list-style-type: none"> • Child <ul style="list-style-type: none"> - Restrict/block internet access until resolved

<p>safeguard the people in this scenario?</p>	<ul style="list-style-type: none"> - Monitor pupil in school as well as outside e.g bullying as a result, attendance to lessons/school - Share with Chloe to discuss concerns • School <ul style="list-style-type: none"> - MASH - As a teacher would refer to DSL – CSE toolkit - Support pupils/emotionally affected. - Teaching Assistant/Teacher - Safeguarding referral complete - Preventative work with those involved eg girls school - Internal Esculation, discussing with safeguarding lead • Agencies <ul style="list-style-type: none"> - Police/Strats meeting • Family <ul style="list-style-type: none"> - Parent conversation/next steps - Contact family share concerns
<p>Scenario –</p>	
<p>What immediate online safety advice could you give and to who in this scenario?</p>	<ul style="list-style-type: none"> • Child <ul style="list-style-type: none"> - Contacts FB to remove photos - Taking rude pictures of yourself. Educate Chloe – critical thinking. Not everything is fact! - FB security settings. - Speak with Chloe as to what and why we have acted - Open honest relationships • Friends <ul style="list-style-type: none"> - Maddie speak with in confidence regarding earlier disclosure by peer and ensure that this is not shared with anyone else – support. • Parents <ul style="list-style-type: none"> - Block Chloe’s/Maddie access to online or any other means of contact - Advice on how to deal with issues that may arise as a result eg address given - Chloe/Maddie/Peers – online safety talk advice - Parents to also contact police - Advice for parents with regard to dealing with the immediate issue advise of their role in monitoring use of technology. - Monitoring • School <ul style="list-style-type: none"> - Speak with family regarding concerns – Chloes - Identifying risks, processes and restrictions they can put in place.

	<ul style="list-style-type: none"> - Monitoring - Risk assessment, control measures & strategies • Others <ul style="list-style-type: none"> - CEOP – rise team, NSPCC, NCC, CYBER Safe, Raise Awareness - Advise & Support, to raise awareness
<p>What online safety advice could you give in the medium / long term in this scenario?</p>	<ul style="list-style-type: none"> • Child <ul style="list-style-type: none"> - Maddie and Chloe – self esteem, body confidence, risks of exploitation and online information sharing, process of positive relationships. (Protective Behaviours) - Maddie and Chloe - Security settings, self esteem, understand what went wrong - Time restriction for Chloe to use internet • Friends <ul style="list-style-type: none"> - Maddie and Chloe – self esteem, body confidence, risks of exploitation and online information sharing, process of positive relationships. (Protective Behaviours) • Family <ul style="list-style-type: none"> - Revisit online safety with whole school. Protective behaviour groups. Outside agencies to offer sessions to children/parents – Have to keep personal information safe/privacy setting - Advice on blocking certain websites - Direct to online help sites - Reporting issues such as this (How to) - Health/Safer relationships lessons - Parents to be around when child is using internet/monitoring. • School <ul style="list-style-type: none"> - Sharing with family & Chloe safety websites – CEOP - PSHE lessons regarding risks from exploitation online. - Educate all students about online safety - Educate parents – encourage them into school for online safety sessions - Safeguarding training – specifically online safety/grooming for staff - Ebed, embrace, empower – education & resources
<p>Which partners could provide additional help and support in this scenario?</p>	<ul style="list-style-type: none"> • Partners <ul style="list-style-type: none"> - Social Worker/EHA - Rise Team? - School nurse - Councillors - Service Six & Low Down - Police

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| | <ul style="list-style-type: none">- LAC Nurse- Acting activities to promote socially & build self esteem.- YOS- Simon Ashton- CEOP- Safeguarding Board training- Early help- Police- Internal safety school policy- School safeguarding leads |
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