

NORTHFIELD SCHOOL & SPORTS COLLEGE

CHILD PROTECTION POLICY (incorporating Peer on Peer Abuse Policy)

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Purpose and Aim

Northfield School & Sports College whole-school Child Protection Policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with child welfare concerns. The policy also aims to make explicit the school's commitment to the development of good practice and sound procedures to keep children safe in our school.

The purpose of the policy is, therefore, to ensure that our children's welfare is of paramount importance, early and additional help is offered to prevent escalation and where child protection concerns are identified, referrals are handled sensitively, professionally and in ways that support the needs of the child's well-being.

Governors and staff are committed to safeguarding and promoting the welfare of children in our care through all our policies, procedures and practices. We expect all of our students, parents and visitors to share this commitment and understanding.

Introduction

Northfield School & Sports College fully recognises the contribution it can make to keeping children safe and supporting the students in its care. There are four main elements to Northfield School & Sports College's Child Protection Policy:

1. Prevention:

creating a positive school atmosphere; careful and vigilant teaching; excellent pastoral care; support to students; providing good adult role models; identifying early and additional support/services to children and families and recognising and reducing risks to children including: harassment, bullying, victimisation, exploitation, radicalisation and issues such as Honour Based Violence, Female Genital Mutilation and Forced Marriage.

2. Protection:

following agreed procedures, ensuring all staff respond appropriately and sensitively to child protection concerns and that every member of staff has regular training and updates at least annually and are supported to refer to their concerns to the Designated Safeguarding Lead or the Children's Hub (01429 284284) directly IF NECESSARY. In certain specific cases such as female genital mutilation, (mandatory reporting of FGM from October 2015), radicalisation or forced marriage, there are Single Point of Contacts (SPOCS)/named teams and individuals within the police who can be contacted.

3. Reconsideration:

following and challenging the progress of new referrals and existing cases to ensure that individual cases are reconsidered if there remains no improvement to a child's circumstances.

4. Support:

to students and school staff and to children who may be vulnerable due to their individual circumstances.

All Staff have a responsibility to recognise child abuse, neglect and peer on peer abuse in its many forms. Additional guidance on how the school supports these areas of need, additional need or harm, are either hyperlinked in the headings below (identified from Keeping Children Safe in education, 2016) or through named school policies. All guidance must be read in conjunction with the school's Child Protection Policy.

- Bullying including cyberbullying
- Children missing education Keeping Children Safe 2016 (Annex A)
- Children missing Home or care
- Child sexual exploitation – (CSE) & Keeping Children Safe 2016 (Annex A)
- Domestic Violence
- Drugs
- Fabricated or induced Illness
- Faith Abuse
- Female genital mutilation (FGM) Keeping Children Safe 2016 (Annex A)
- Forced Marriage Keeping Children Safe 2016 (Annex A)
- Gangs and youth violence
- Gender Based Violence/violence against Women and Girls (VAWG)
- Hate
- Mental Health
- Missing children and adult strategy
- Peer on Peer Abuse
- Private fostering
- Preventing radicalisation Keeping Children Safe 2016 (Annex A)
- Relationship abuse
- Sexting new guidance from DfE
- Trafficking

In the event of any of these issues being recognised, information will be shared directly with the Designated Safeguarding Lead, which may result in the situation being monitored and supported in school, or the student/s being referred to specific services.

This policy applies to Northfield’s whole workforce. Note: where the policy refers to ‘staff’ or ‘workforce’, Governors and Volunteers who have an official role at the school are included.

Framework and Legislation

No school operates in isolation. Keeping children safe from significant harm is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of Stockton Local Safeguarding Children Board, which is the partnership of agencies who work with children and families across the Borough.

Northfield school is committed to keeping children safe and safeguarding all children in accordance with Child Protection: Tees Local Safeguarding Children Board procedures <http://www.teescpp.org.uk> and partner agencies in all cases where there is a concern about significant harm.

Significant Harm is defined in The Children Act 1989 as the ill-treatment (including sexual abuse and physical abuse) or the impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural) as compared to a similar child. Harm also includes the impairment of a child’s health or development as a result of witnessing the ill treatment of another person. *(Adoption and Children Act 2002)*

Local Authorities have a duty to investigate (under S47 of the Children Act 1989). Where a Local Authority is informed that there is a child who is living, or is found, in their area and they have reasonable cause to suspect that child is suffering or is likely to suffer significant harm, they must

make such enquiries as necessary to promote or safeguard the child's welfare. The Children's Hub undertakes this responsibility on behalf of the Local Authority once a referral has been made.

Keeping Children Safe in Education September 2016 contains information on what schools and colleges **should** do and sets out the legal duties with which schools and colleges **must** comply. It should be read alongside Working Together to Safeguard Children 2015 which applies to all the schools, including maintained nursery schools. The Children Act 1989 sets out the Legal Framework.

Roles and Responsibilities for ALL staff

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting ALL children from maltreatment and abuse; (including, in addition to the four categories of harm, issues such as child sexual exploitation (CSE), Honour based violence (HBV) inclusive of Female Genital Mutilation (FGM) and Forced Marriage, preventing radicalisation and extremism, harassment, bullying and victimisation) preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. This includes everyone under the age of 18.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Due to the regular contact with children all staff at Northfield have, we hold a particularly important role in safeguarding as we are in a position to identify concerns early, provide help for children and to prevent concerns from escalating. Children can make disclosures or show signs of abuse at any time and to any individual and safeguarding incidents can occur within schools.

Therefore it is important that ALL staff:

- Ensure that they listen to and reflect on the voice of the child at ALL times and take seriously any concerns raised to them by a child.
- Ensure that they report ANY concerns of harm to any child to the Designated Safeguarding Lead, Deputy or Headteacher immediately. (However, ALL staff can refer their concerns directly to The Children's Hub if necessary and to the police in the case of stated incidents above). They should inform the Designated Safeguarding Lead, Deputy or Headteacher as soon as possible if they have reported concerns directly.
- Ensure that they record any information shared directly with them by a child or observed/witnessed with the Designated Safeguarding Lead immediately. This could include sharing information on behalf of the Designated Safeguarding Lead with other agencies. All discussions decisions and reasons for them should be recorded in writing adhering to the school's recording and information sharing policy/ procedure.
- Ensure that they maintain an attitude of **'it could happen here'** and report any concerns regarding the behaviour of a child/an adult/staff member in school directly to the Designated Safeguarding Lead/Headteacher.
- Ensure that they feel able to raise concerns about poor or unsafe practices of staff and potential failures in the school's safeguarding regime through whistleblowing procedures and the staff behaviour/code of conduct policy.

- Ensure that they attend regular formal training/updates at least annually to support them in recognising the signs and symptoms of abuse, particularly in support of early identification of needs of children to prevent an escalation of need or risk to the child.
- Ensure under the Counter Terrorism and Security Act, April 2015, that the school has 'Due regard' to Prevent' and assess risk of children and young people being radicalised or drawn into extremism based upon potential risks in local area; also that clear protocols (see the school's External Speakers and Lettings Policies) are in place for all visitors so that views expressed are appropriate and not an opportunity to influence others.
- Ensure that there is mandatory reporting to the police in all cases where teachers suspect that an act of FGM appears to have been carried out.
- Ensure that staff understand through online safety training the additional risks for students online and continue to promote the School's E-Safety (Online) Policy in the protection of all students. This includes the management of 3G and 4G internet access via students own mobile phones or electronic devices which can allow them unlimited access to the internet without restrictions using their own data allowance. The expectations of students regarding their own devices whilst on school premises, and the consequences of any evidence of inappropriate internet use, are detailed in the school's E-safety and Positive Behaviour policies.
- Ensure that they remain vigilant whilst visitors are on site and continue to promote the school's commitment to keeping children safe through reminding visitors and parents of the school's appropriate use of personal mobile phones and devices whilst they are on the school's premises. This includes staff understanding and adhering to the Staff Code of Conduct and Acceptable Use of ICT policies, with regards to mobile phone and electronic devices use.

Northfield will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

The Designated Safeguarding Lead (DSL)

The School has appointed from our SLT Mr P Richardson to be the Designated Safeguarding Lead. He has the overall responsibility for Safeguarding and Child Protection and has the appropriate authority and training to undertake such a role and is able to provide advice and support to other staff on child welfare and child protection matters. He is able to take part in strategy discussions and inter agency meetings and to support other trained staff to do so as well as contribute to the assessment of children.

Role of the Designated Safeguarding Lead

At Northfield we have appointed Mr A Bimson as Deputy Designated Lead. Mr C Walker is the point of contact in the event that Mr P Richardson and Mr A Bimson cannot be contacted. These individuals are trained to the same standard as the DSL. Whilst the activities of the DSL can be delegated to appropriately trained deputies the ultimate LEAD RESPONSIBILITY for child protection will not be delegated and remains with the DSL.

The DSL has a very detailed role as detailed below.

However, if there is an IMMEDIATE safeguarding concern and the DSL, Deputy or Headteacher are unavailable, immediate support should be sought via The Children's Hub (01429 284284)

The broad areas of responsibility of the DSL are as follows:

Manage referrals:

- Refer all cases of suspected abuse to The Children's Hub.
- Refer cases to the Disclosure and Barring Service cases where a person is dismissed due to risk/harm to a child); and/or
- Refer to the Police, cases where a crime may have been committed including sexual exploitation, to the MSET lead in cases of radicalization, and through the Single Point of Contact for the Channel Panel in cases of female genital mutilation and forced marriage.
- Support staff who make referrals to The Children's Hub, Channel Panel or Police as appropriate.

Work with others

- Liaise with the Headteacher to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- As required, liaise with the case manager (Headteacher, or where the Headteacher is the subject of the allegations, the Chair of Governors), and the Designated Officer (DO) at the Local Authority for child protection concerns - all cases which concern a staff member.

Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Undertake Training

The DSL and deputy receive appropriate training updated every two years. They undertake Prevent awareness raising and in addition to formal training, their knowledge and skills are refreshed at regular intervals but at least annually so they:

- Understand and keep up with any developments to their role.
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments (Single Assessment Continuum of Need).

- Understand the **Local Assessment Protocol** which sits alongside the **Continuum of Need and Services**.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference so as to be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Child Protection Policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Keep detailed, accurate, secure, written records of concerns and referrals.
- Understand and support the school with regards to the requirements of the Prevent Duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage in all staff a culture of listening to children and taking account of their wishes and feelings about any measures the school may put in place to protect them.

Raise Awareness

The DSL ensures the school's policies are known, understood and used appropriately and will:

- Ensure the school's Child Protection Policy is reviewed annually (as a minimum) that the procedures and implementation are updated and reviewed regularly and work with the governing body and workforce to ensure its effectiveness. This includes ensuring that all staff receive the policy on their induction.
- Ensure the Child Protection Policy is available publicly, that parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the Stockton Safeguarding Children Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child Protection File

- Where children leave the school, ensure their child protection file is transferred appropriately to any new school or college as soon as possible but transferred separately from the main student file; ensure the secure transit and confirmation of receipt of the file.

Availability

- During term time, the DSL, Deputy, or Headteacher will always be available (during school hours) for staff in the school to discuss any safeguarding concerns.
- Whilst the DSL (or deputy) is expected to be available in person, it is a matter for the school, working with the DSL, to consider whether in exceptional circumstances he can be available via phone.
- The DSL will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

(Keeping Children Safe in Education, 2016: Annex A)

- The DSL will ensure that each member of staff has access to and understands the School's safeguarding policies particularly the Child Protection Policy and the Staff Code of Conduct, and especially new or part-time staff who may work with different establishments.
- The DSL will be informed of all school excursions and residentials and will clarify with the educational visit co-ordinator/group leader(s) their role and responsibility in connection with safeguarding/child protection.
- The DSL will ensure that a whole school policy on managing behaviour and discipline including the use of reasonable force, is in place.
- The DSL will ensure that an effective whole school policy against bullying/cyber-bullying inclusive of measures to prevent all forms of bullying among students, is in place.
- The DSL will inform the LA of any student to be deleted from the school admission register and will follow missing from Education protocols.
- The DSL will inform the LA of any student who fails to attend school regularly, or has been absent without school's permission for a continuous period of 10 days or more.

Governing Body Role and Responsibilities

Best practice advises that a Safeguarding Governor is nominated to support the DSL in their role, ensuring the allocation of funding and resource is sufficient to meet current safeguarding and child protection activity, challenging safeguarding activities and ensuring both the self-assessment tool and the DSL report demonstrates fully and accurately safeguarding arrangements and any action required to progress areas of weakness or development.

At Northfield the Nominated Governor for Safeguarding is Mr L Wadey (Chair of Governors).

The role of the Nominated Governor (and Chair) is to:

- Ensure that the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity and challenge the safeguarding activity.
- Ensure the self-assessment tool and Designated Safeguarding Lead Report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development.

- Ensure that the governing body receives training to clarify its statutory role in keeping children safe and supporting their quality assurance of those statutory arrangements.
- Ensure that they liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations made against the Headteacher.
- Ensure that they hold the Headteacher to account on all matters involving safeguarding through an effective Child Protection Policy that is embedded and followed by the entire workforce.
- Ensure that all staff undergo safeguarding training at induction and that they receive regular updates.
- Ensure that the school has appropriate filtering and monitoring systems in place for online content (inclusive of 3 and 4G).
- Ensure that children are taught about safeguarding through Personal, Social, Health and Economic Education (PSHE) and/or Sex and Relationships Education.
- Ensure that a designated teacher is appointed to promote the educational achievement of looked after children, including working with the Local Authority's virtual school Headteacher and discuss how pupil premium funding for looked after children will be used.

Information for Parents

At Northfield, Governors and staff are committed to keeping our children safe and will take any reasonable action to safeguard and promote their welfare. In cases where the school has reason to be concerned that a child may be suffering significant harm, ill treatment, neglect or other forms of harm, staff will follow Stockton Safeguarding Children Board procedures and inform The Children's Hub or police of their concern.

Procedures

The DSL (or deputy DSL) will be informed immediately by an employee of the school, student of the school, parent of the school or other persons, in the following circumstances:

- There is suspicion that a child is being harmed
- There is evidence that a child is being harmed

The threshold of significant harm is defined in the Children Act 1989 Section 31 (9) as:

- Ill-treatment
- Impairment of health (as compared to a similar child)

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill-treatment of another person (Adoption and Children Act 2002).

Working together 2015 defines the categories of harm as:

Physical Abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Sexual Abuse

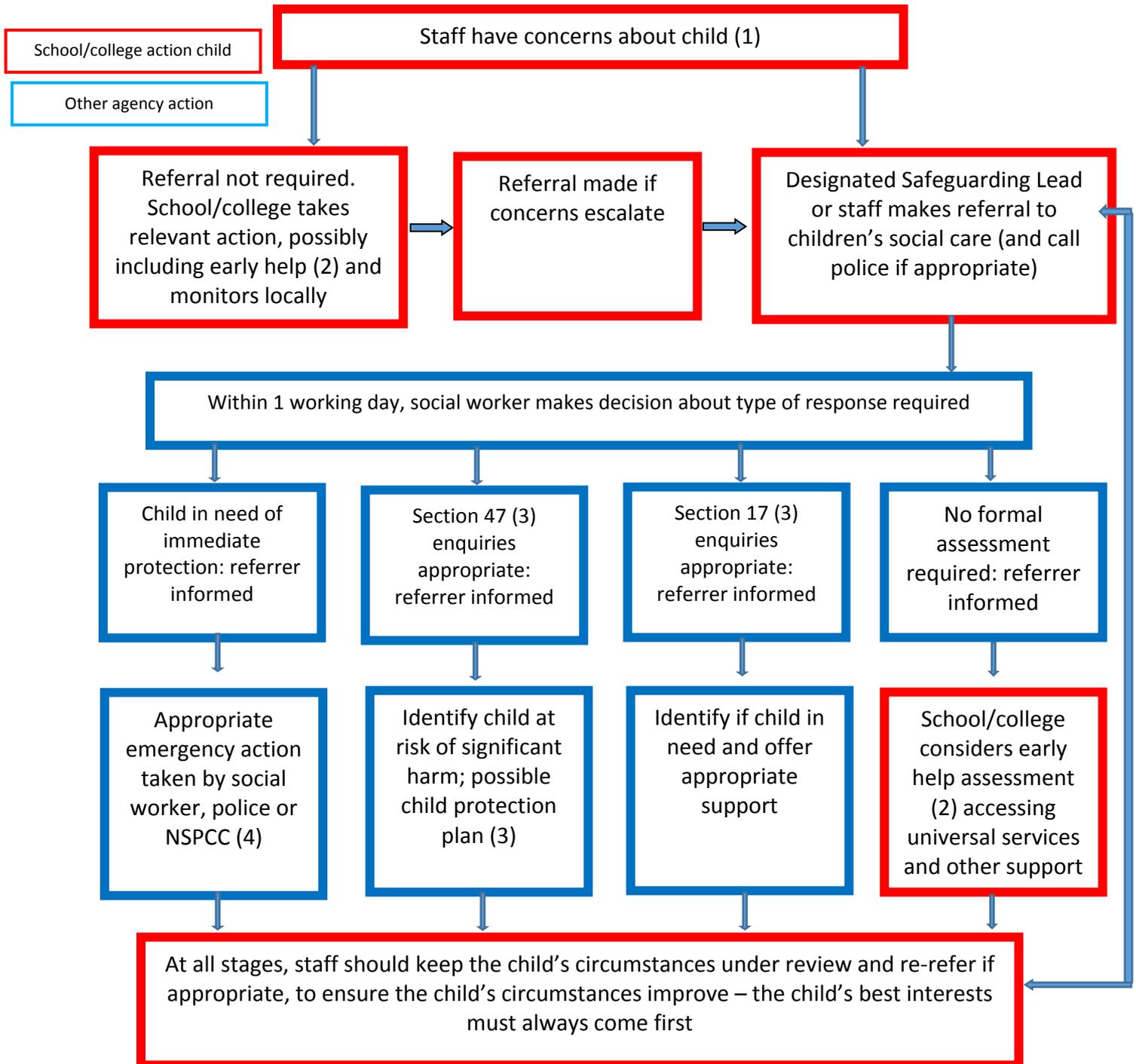
Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child though it may occur alone.

The DSL will keep a full record of concerns raised and make referrals to The Children's Hub if necessary. These records may be either handwritten or electronic and stored via a secure system (CPOMS). The Head teacher will be kept informed at all times.

Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help, and early help inter-agency assessment should be arranged. Chapter One of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working Together to Safeguard Children](#)
4. This could include applying for an Emergency Protection Order (EPO)

Safe Schools/Safe Staff

Governors have agreed and ratified the following policies, procedures, processes or systems which must be read in conjunction with this policy:

Confidential Reporting

Northfield's Confidential Reporting Policy provides guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when they have concerns about any adult's behaviour.

Complaints / Allegation Management

A Safeguarding complaint involving a member of staff must be reported to the Headteacher immediately. Where there are concerns about the Headteacher, this should be referred to the chair of governors.

Consultation without delay with the DO: **Phil Curtis, Tel: 01642 527413** will determine what action follows. A multi agency strategy meeting may be arranged to look at the complaint in its widest context, the Headteacher/senior member of school staff must attend this meeting, which will be arranged by the DO. All issues must be recorded on the allegation management form and the outcome reached must be noted to ensure closure.

www.teescpp.org.uk/allegationsandconcernsagainststaff

Training and Support

All staff members are made aware of the systems within the school which support safeguarding and these are explained to them as part of their induction into the school to ensure they can discharge their responsibilities effectively. This includes: The Child Protection Policy; Staff Code of Conduct

1. In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, and early help inter-agency assessment should be arranged. Chapter One of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and S47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working Together to Safeguard Children](#)
4. This could include applying for an Emergency Protection Order (EPO)

safeguarding arrangements.

Professional Confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of safeguarding. Northfield recognises that the only purpose of confidentiality in this respect is to benefit the child. (Child Protection Tees Local Safeguarding Children Board procedures <http://www.teescpp.org.uk/>).

Record Keeping

Well-kept records are essential to good safeguarding practice. Northfield is clear about the need to record any concerns, discussions held, decisions made and reasons for those decisions about a child or children within its care. All staff follow the school's information sharing and recording policies to ensure recording keeping is compliant.

Safeguarding records at Northfield are held electronically through a secure management system of CPOMS and all staff have received training in the recording expectations and retention. Following a child leaving our school we follow the appropriate transfer procedures and retention guidelines. At Northfield School we started electronic recording from September 2017. All recording prior to this is in paper format. Retention guidelines are followed accordingly.

Attendance at Safeguarding Conferences

In the event of Northfield being invited to attend child protection conferences, the DSL (or deputies) will represent the school and/ or identify the most appropriate trained member of staff to provide information relevant to child protection conference (initial/review).

Supporting Children

Northfield School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Northfield may be the only stable, secure and predictable element in the lives of some of the children in its care. The school, therefore, recognises that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour.

As an Operation Encompass partner, we work closely with the OE Lead with regard to Domestic Violence incidents and offer wellbeing checks to our students if we are contacted following an incident which has occurred in one of our students' homes.

Northfield also recognises that children are capable of abusing their peers. Peer on peer abuse can take many forms and any concerns raised will be investigated and dealt with appropriately. No peer on peer abuse will be tolerated or minimised as part of growing up and all those involved will be provided with an appropriate level of support. It is understood that those students who have experienced abuse in their own lives may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support. Our policy and procedure on Peer on Peer Abuse is detailed from page 17 below.

Northfield will endeavour to support all its students through:

- The curriculum to encourage self-esteem, self-motivation, self-protection.
- The school ethos, which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued.
- Approaches which allow children and young people to develop critical thinking, literacy skills and digital literacy skills.
- A curriculum which explores human rights, equality, democracy and tolerance and prepares children and young people fully for life in modern Britain.
- A coherent management of behaviour and discipline policy and procedures, inclusive of the use of reasonable force.
- Liaison with other professionals and agencies who support children and parents.
- A commitment to develop productive, supportive relationships with parents whenever it is in the child's interest to do so.
- The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in all safeguarding situations.

Northfield recognises that, statistically, children with behavioural difficulties and disabilities are the most vulnerable to abuse. School staff who work, in any capacity, with children with profound and

multiple disabilities, sensory impairment and/or emotional and behavioural problems will be particularly sensitive to signs of abuse. School staff must give consideration to children who are subject to a statement of special needs, an education health and care plan or have a medical condition, as these can mask safeguarding issues and must not be dismissed.

Northfield also recognises that in a home environment where there is domestic violence, drug or alcohol misuse or mental health issues, children may also be vulnerable and in need of support and protection.

This policy MUST be read in conjunction with other related policies and guidance in school including:

- School Recruitment and Selection Policy. Inclusive of safer recruitment guidance and regulation, which demonstrates the pre-employment vetting checks for all staff (including identity, professional qualifications, right to work in the UK , recording checks for European Economic Association teacher sanctions and restrictions);for those who are in regulatory activity (enhanced DBS, Children’s/adult barred list, prohibition from teaching check, section 128 check); and supervision of those who do not meet this requirement.

Clear recruitment procedures which embed keeping children safe across every aspect from vacancy to conditional appointments, induction and on- going vigilance. A trained interview panel who ensure that the policy works in practice within all recruitment and selection within school.

School Staffing (England) Regulations 2009, Regulation 9: requires governing bodies of maintained schools to ensure at least one member of a recruitment panel must undertake safer recruitment training to satisfy all requirements in the statutory guidance Keeping Children Safe in Education 2016 and Working Together 2015.

- Schools Human Resources manual of policies and procedures.
- Staff Code of Conduct Policy. Safer Recruitment Consortium Guidance for Safer Working Practices for those working with Young People in education settings, October 2015. The school ensures that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with young people and that they agree to work within all policies and procedures to safeguard both children and adults.
- The school ensures that staff and volunteers are aware that sexual relationships with students under 18 are unlawful and could result in legal proceedings under the Sexual Offences Act 2003 (Abuse of a Position of Trust).
- Positive Behaviour Policy
- Use of Reasonable Force Policy/positive handling
- Anti-Bullying Policy
- E-Safety Policy (including: Acceptable Use, Cyber bullying and Online Safety)
- Photographic & Digital Imagery Policy
- Peer on Peer Abuse Policy
- Special Needs Policy
- Trips and Visits Policy. This reflects the consideration we give to safeguarding our children both within the school environment and when away from school when undertaking trips and visits.
- Photographic & Digital Imagery Policy
- Supporting Students with Medical Conditions Policy

- Attendance Management Policy (school management for attendance and the partnership with the LA in reporting children missing from education and those deleted from the school's admission register)
- Missing Children Policy
- Single Equality Scheme
- Concerns and Complaints Policy
- Confidential Reporting Policy
- Data Protection Policy (exchange of information)
- Spiritual, Moral, Social and Cultural Curriculum
- Looked after Children Policy inclusive of named LA teacher whose role is to champion the achievement of Looked After Children in school and work closely with the DSL and the Virtual Head Teacher within the LA who has responsibility for the LAC.

Peer on Peer Abuse Policy

Introduction

Keeping Children Safe in Education, 2016 states that *'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with'* (page 19). The document also states it is most important to ensure opportunities of seeking the voice of the child are heard, *'Governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, any system and processes should operate with the **best** interests of the child at their heart.'*

At Northfield we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual's emotional and mental health and well-being.

Purpose and Aim

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. The purpose of this policy is to explore the many forms of peer on peer abuse and include a planned and supportive response to the issues.

At Northfield we have the following policies in place that should be read in conjunction with this policy:

Anti-Bullying Policy

E Safety (including Acceptable Use, Cyber Bullying and Online Safety)

Framework and Legislation

This policy is supported by the key principles of the Children Act, 1989 that the child's welfare is paramount. Another key document that focuses adult thinking towards the views of the child is Working Together, 2015, highlighting that every assessment of a child, *'must be informed by the views of the child'* and within that *'It is important to understand the resilience of the individual child when planning appropriate services.'* (Working Together, 2015:23) This is clearly echoed by Keeping Children Safe in Education 2016, through ensuring procedures are in place in schools and settings to hear the voice of the child.

Introduction to abuse and harmful Behaviour

Abusive behaviour to and by students can happen in school and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE, 2016). It is important to consider the forms abuse may take and the subsequent actions required.

Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions the school will take.

Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

Bullying (inclusive of all types)

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour.

(Preventing and tackling bullying, July 2017)

Cyber bullying

Cyberbullying is the use of any technology including phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above.

It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 section 1, which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also

supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.

If the behaviour involves the use of, taking of or distribution of indecent images of young people under the age of 18, then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will involve the police to investigate these situations.

Sexting

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 to someone else, young people are not even aware that they are breaking the law - these are offences under the Sexual Offences Act 2003.

Full guidance on sexting is available in the UK Council for Child Internet Safety (UKCCIS) publication - 'Sexting in Schools and Colleges: responding to incidents and safeguarding young people.'

Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Teenage relationship abuse

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

Expected action from all staff

Although the type of abuse may have a varying effect on the victim and initiator of the harm, the following steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and their parents when they become involved. For example; use of the word perpetrator, can quickly create a 'blame' culture and leave a child labelled.

In all cases of peer on peer abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

Gathering the facts

Relevant staff will speak to all young people involved separately, gain a statement of facts from them and use consistent language and open questions for each account, not through a line of questioning but by asking students to tell what happened. Interruptions are only used to gain clarity with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?).

Considering the intent (beginning to risk assess)

Consideration of whether this been a deliberate or contrived situation for a young person to be able to harm another?

Deciding on the next course of action

If from the information gathered it is believed a young person is at risk of significant harm, an immediate safeguarding referral to social care will be made. Where a crime has been committed the police will also be contacted. Where this is the case, once social care has been contacted and a decision made on what will happen next, then the school will be informed as to next steps.

If social care and the police intend to pursue an incident further, they may ask to interview the young people in school or they may ask for parents to come to school to be spoken to.

Good preparation is important for every situation. This may be a time consuming process. It may also be the case that social care feel that a referral does not meet their criteria for investigation. In such an instance, the school may challenge that decision. If on discussion however, the decision is agreed, the school may be required to inform parents themselves.

Informing parents

If, once appropriate advice has been sought from police/social care, the school has agreement to inform parents or has been allocated that role by the other services involved, then the school will inform parents as soon as possible. If services are not going to be involved then equally, this information may need to be shared with parents.

If a young person is deemed to be 'Gillick Competent' following the 'Fraser' guidelines and does not wish the school to share the information with parents, then the school must consider this, especially for example if the young person is pregnant and this is why they are being bullied (unless this has

occurred through significant harm in which case a criminal/social care case is likely or the young person is under the age of 13).

In all circumstances where the risk of harm to a child is evident, then the school will encourage the young person to share the information with their parent or support them in doing so (they may be scared to tell parents that they are being harmed in any way). Where school can evidence it is acting in the best interests of the young person, it will be deemed to be acting in good faith. This will not be the case if it actively breaches the rights and choices of the young person.

Parents should be informed face to face whenever possible. Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents whether their child is the child who was harmed or who harmed another.

Points to consider:

What is the age of the children involved?

How old are the young people involved in the incident and is there any age difference between those involved? In relation to sexual exploration, children under the age of 5, in particular 1-4 year olds who are learning toileting skills may show a particular interest in exploration at this stage in their development. Such interest should not be ignored if other issues arise (see following).

Where did the incident or incidents take place?

Was the incident in an open, visible place to others? If so was it observed? If not, is more supervision required within this particular area?

What was the explanation by all children involved of what occurred?

Can each of the young people give the same explanation of the incident and what is the effect on the young people involved? Is the incident seen to be bullying for example, in which case is it regular and repetitive? Is the version of one young person different from another and why?

What is each of the children's own understanding of what occurred?

Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the young person have understanding of the impact of their behaviour on the other person?

In dealing with an incident of this nature the answers are not always clear cut.

Repetition

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

Next Steps

Once the outcome of the incident(s) has been established, steps must be taken to ensure future incidents of abuse do not occur again and consideration must be given to the support and intervention required for those involved.

For the young person who has been harmed

What support is required depends on the individual young person. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends. In such a case, the young person will continue to be monitored and offered support should they require it in the future. If incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people or some restorative justice work with all those involved may be required.

Other interventions that could be considered may target a whole class or year group - for example a speaker may be arranged to discuss cyber bullying, relationship abuse etc. Through the continued curriculum of PHSE and SMSC certain issues can be discussed and debated more frequently.

If the young person feels particularly vulnerable, it may necessary to put in place a risk assessment whilst they are in school. The school may identify a named person who they can talk to, and provide support strategies for managing future issues and identify services to offer additional support.

For the young person who has displayed harmful behaviour

In this circumstance, it is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves. In such cases support such as one to one mentoring or counselling may also be necessary. Particular support from identified services may be necessary through a CAF/strengthening families/early help referral and the young person may require additional support from family members.

Once the support required to meet the individual needs of the young person has been met, it is important that there is an outcome appropriate to the young person's behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing, it may be that this young person cannot be educated on site until the investigation has concluded. In such a case, the young person will be provided with appropriate support and education whilst off site.

Following the conclusion of any investigation, the behaviour that the young person has displayed may continue to pose a risk to others. In such a case, an individual risk assessment may be required. This will be completed via a multi-agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

The school may also choose a punishment, such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the young person to reflect on their behaviour.

After care

It is important that following the incident, the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards

someone else or to themselves as a way of coping (e.g. self-harm). In such cases, regular reviews with the young people following the incident(s) are imperative.

Preventative Strategies

Northfield School has appropriate strategies in order to prevent the issue of peer on peer abuse rather than managing the issues in a reactive way.

Northfield recognises that peer on peer abuse can and will occur on any site even with the most stringent of policies and support mechanisms. In recognition of this, Northfield continues to manage such risks and improves and moves forward with strategies to support young people to talk about any issues and through sharing information with all staff.

This is supported by ensuring that Northfield has an open environment where young people feel safe to share information about anything that is upsetting or worrying them. This is strengthened through a strong and positive PHSE/SMSC curriculum that tackles issues such as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

To enable such an open and honest environment, it is necessary to ensure the whole school feels confident and enabled to talk about issues and challenge perceptions of young people, including use of inappropriate language and behaviour towards one another. In order to create such an environment, whole staff training and CPD around abusive behaviours and talking to young people in a way that continues to create an open and honest environment without prejudice, is provided. It is very important that staff do not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. Staff will consider each issue and each individual in their own right before taking action. If staff minimise the concerns raised, the result may be that the young person does not seek further help or advice.

Visible signposting is available to young people in the event that they don't feel confident raising an issue with staff or a peer. Resource boards detailing support available on a wide range of issues are displayed in school so young people can seek their own solutions should they wish to. In the same way, external services or support programmes are brought in to talk to young people about specific issues in support of the prevention of peer on peer abuse.

Northfield ensures that young people are aware that they have a part to play in changing their own circumstances and that they are aware of the procedures within school. Northfield's school council and student voice encourages young people to support changes and develop 'rules of acceptable behaviour'. This helps to create a positive ethos in school and one where all young people understand the boundaries of behaviour before it becomes abusive.

Schools which excel at tackling bullying (and peer abuse) have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest. (Preventing and tackling bullying, 2017).

Policy Development and References

This template was originally developed by members of CAPE (The National Group of Education Leads for Safeguarding and Child Protection across the North West/East), Sunderland City Council

Education Safeguarding Team remodelled and adapted it to suit local/regional need. In 2014 and 2015 this template was again revised in partnership with Pam Gartland: Safeguarding First Ltd to provide a guidance tool for schools in light of the new statutory DfE guidance Keeping Children Safe in Education.

It has been informed by the following legislation and national & local guidance:

Education Act 2002 Section 175

www.legislation.gov.uk/ukpga/2002/32/section/175

Education (Independent School Standards) Regulations 2014

<http://www.legislation.gov.uk/uksi/2014/3283/schedule/made>

Non-Maintained Special Schools (England) Regulations 2015

<http://www.legislation.gov.uk/uksi/2015/728/made>

Keeping Children Safe in Education 2016

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf

DfE Statutory framework for the Early Years Foundation Stage (EYFS) 2017

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Children Act 1989/2004

<http://www.legislation.gov.uk/ukpga/2004/31/contents>

Working together to safeguard children HM GOV (2015)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

Stockton Safeguarding Children Board Procedures

<http://www.teescpp.org.uk>

CP Referral Form

New Multi Agency Referral Form to Children's Social Care

What to do if you are worried a child is being abused 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Data Protection Act 1998

<http://www.legislation.gov.uk/ukpga/1998/29/contents>

Sexual Offences Act 2003

<http://www.legislation.gov.uk/ukpga/2003/42/contents>

Safeguarding Vulnerable Groups Act 2006

<http://www.legislation.gov.uk/ukpga/2006/47/contents>

Freedom of Information Act 2000

http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga_20000036_en.pdf

DFE: Preventing and Tackling Bullying: Advice for headteachers, staff and governing bodies. July 2017
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Whatis.com <http://whatis.techtarget.com/definition/cyberbullying>

New Choices Inc <http://newchoicesinc.org/educated/abuse/TDV/def>

This is abuse campaign

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/410010/2015-03-08_This_is_Abuse_campaign_summary_report__2_.pdf

Stop bullying.gov

<http://www.stopbullying.gov/what-is-bullying/definition/index.html#types>

Holding Together: equalities, difference and cohesion, a resource for school improvement planning, published for Derbyshire Education Authority by Trentham Books, summer 2009.

EACH resources for LGBT

CEOP

<https://www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/>

Review

This Policy is reviewed annually or in light of any changes in legislation and/or guidance. This policy will be updated by our School at any time that local solutions such as front door services in social care or the LADO details change. This policy may also be amended following the annual review with staff where our School procedures or practices may change following whole staff discussion or training to ensure it is the most effective policy in keeping our children safe.

This policy must be ratified by the governing body signed/dated by both the Headteacher and Chair.

Whole-School Policy: Child Protection

Children and Young People

Northfield School & Sports College

Academic Year	Designated Safeguarding Lead	Named Operational Lead	Nominated Governor
2015 - 2016	Mr P Richardson	Mr A Bimson	Mr L Wadey
2016 - 2017	Mr P Richardson	Mr A Bimson	Mr L Wadey
2017 - 2018	Mr P Richardson	Mr A Bimson	Mr L Wadey

Review Date	Changes made	Ratification Date by Governing Body
January 2016	New LA template adopted	25 January 2016
April 2016	New LA template adopted	23 May 2016
June 2016	Amended LA template adopted including Children's Hub	Not required (see DMcC email 31 May 16)
September 2016	Amended LA template adopted, reflecting changes to KCSIE 2016 (statutory from 5 Sep 2016)	26 September 2016
September 2017	No changes required	25 September 2017
December 2017	Revised template provided by PG: Safeguarding First Ltd (Pam Gartland) adopted	29 January 2018