

# NORTHFIELD SCHOOL & SPORTS COLLEGE

## SAFEGUARDING POLICY

(incorporating Peer on Peer/ Child on Child Abuse Policy, KCSIE 1 September 2020 & Covid- 19 School Closure Arrangements)

Version:	12.0
Issue Date:	September 2020
Governing Body Approval - Date:	19 October 2020
Policy Review Date:	September 2021

## **Purpose and Aim**

Northfield School & Sports College whole-school Safeguarding 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.

This policy recognises that abuse can occur in all communities and contexts and that all staff have a responsibility and the opportunity to make children feel safe by supporting children, in sharing concerns and worries in school. The whole school culture of vigilance creates a safe space where children are supported, listened to and valued in what they choose to share. ALL staff act immediately with the necessary level of intervention to create the most effective outcome for every individual child.

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 pupils, 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 pupils in its care. There are four main elements to Northfield School & Sports College's Safeguarding Policy:

### 1. Prevention:

creating a positive school atmosphere; careful and vigilant teaching; excellent pastoral care; support to pupils; 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, sexual violence and sexual harassment, criminal and sexual exploitation, preventing radicalisation (extremism, radicalisation and terrorism) and issues such as Honour Based abuse, 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 Deputy Safeguarding Lead, The Hartlepool and Stockton Children's Hub (01429 284284 or 01642 130080) directly IF NECESSARY. In certain specific cases such as female genital mutilation, (mandatory reporting of FGM), 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:

for pupils and school staff and for children who may be vulnerable due to their individual circumstances or extra-familial harm and taking action to enable all children to have the best outcomes).

All staff have the added responsibility of recognising that there may be children with additional vulnerability who remain at higher risk of harm or abuse because of their existing vulnerability. All school staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in family circumstances presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

(KCSIE 2020)

All staff have a responsibility for recognising child abuse, neglect and Peer on Peer/Child on Child abuse in its many forms. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Additional guidance on how Northfield school supports the following areas of additional need or harm are provided in the Peer on Peer/Child on Child section of this Safeguarding Policy. This includes the full list in "Keeping Children Safe in Education 2020" pages 82-97. Where the school has created an additional school policy because of any specific area of need this is to be read in conjunction with this Safeguarding Policy.

Broadly the areas taken from Keeping Children Safe in Education, 2020 Annex A, include:

- Children in the court system
- Children missing from education
- Children with family members in prison
- Child Criminal Exploitation (CCE)
- Child Sexual Exploitation (CSE)
- County Lines
- Domestic Abuse
- Homelessness
- So called 'Honour Based abuse' inclusive of Female Genital Mutilation (FGM), Forced Marriage.
- FGM
- Forced Marriage
- Preventing Radicalisation
- The Prevent Duty
- Channel
- Peer on Peer/Child on Child Abuse
- Sexual Violence and Sexual Harassment between children in schools
- What is sexual violence and sexual harassment?
- Upskirting
- The response to a report of sexual violence or sexual harassment

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

**This policy applies to Northfield's whole workforce.**

#### **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 Hartlepool and Stockton on Tees Safeguarding Children Partnership, which is the partnership of agencies who work with children and families across the Boroughs.

Northfield school is committed to keeping children safe and safeguarding all children in accordance with Child Protection: Hartlepool and Stockton on Tees Safeguarding Children Partnership (<http://www.teescpp.org.uk>)

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.

**Note:** 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 Hartlepool and Stockton Children's Hub undertakes this responsibility on behalf of the Local Authority once a referral has been made.

Keeping Children Safe in Education September 2020 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 2018 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 sexual violence and sexual harassment, child criminal exploitation (CCE) child sexual exploitation (CSE), Honour based abuse (HBA) inclusive of Female Genital Mutilation (FGM) and Forced Marriage, preventing radicalisation and extremism (extremism, radicalisation and terrorism), harassment, bullying and victimization, preventing impairment of children's health (physical and mental 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. By having a thorough induction process and sharing this policy with all staff, pupils and volunteers, ALL staff will:

- 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 Hartlepool and Stockton 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 / **terrorism** 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 pupils online and continue to promote the School's E-Safety (Online) Policy in the protection of all pupils. This includes the management of internet access via pupils own mobile phones or electronic devices that can allow them unlimited access to the internet without restrictions using their own data allowance. The expectations of pupils 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. The Designated Safeguarding Lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns (KCSIE 2020).

### **Role of the Designated Safeguarding Lead**

At Northfield we have appointed Mr A Bimson as Deputy Designated Lead. Mr G Ankers 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. Any deputies will be trained to the same standard as the designated safeguarding lead and the role will be explicit in their job description.

The DSL has a very detailed role as detailed below.

However, if there is an IMMEDIATE safeguarding concern and the DSL, Deputy or Deputy Head are unavailable, immediate support should be sought via The Hartlepool and Stockton Children's Hub (01429 284284 or 01642 130080)

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

#### **Manage referrals:**

- Refer cases of suspected abuse to the Hartlepool and Stockton Children's Hub.
- Support staff who make referrals to the Hartlepool and Stockton Children's Hub.
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Support staff who make referrals to the Channel programme.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the Police as required (including Sexual Exploitation (VEMT lead) or Female Genital Mutilation and Forced Marriage).

#### **Work with others :**

- Act as a point of contact with the three safeguarding partners.  
(Hartlepool and Stockton on Tees Safeguarding Children Partnership)
- 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 in all cases which concern a staff member, 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).

- Liaise with staff (especially pastoral support staff, school nurses, ICT Technicians, and SENCOs) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.

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 Designated Safeguarding Lead (and any deputies) must undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The Designated Safeguarding Lead should undertake Prevent awareness training. Training should provide Designated Safeguarding Leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- 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.
- 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.
- Are alert to the specific needs of children in need, those with special educational needs and young carers.
- Understand relevant data protection legislation and regulations, including the General Data Protection Regulation.
- Understand the importance of information sharing, both within the school and with the safeguarding partners (Hartlepool and Stockton Safeguarding Children Partnership), other agencies, organisations and practitioners.
- Are able to 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.
- Understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- 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.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

#### **Raise Awareness:**

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

- Ensure the school's Safeguarding 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 Safeguarding 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 Hartlepool and Stockton on Tees Safeguarding Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff. Their role could include ensuring that the school, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children

in this group might face and the additional academic support and adjustments that they could make to best support these children.

#### **Child Protection File:**

- Where children leave the school or college (including in-year transfers) the Designated Safeguarding Lead should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as Designated Safeguarding Leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.
- In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

#### **Availability**

- During term time the Designated Safeguarding Lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.
- Whilst generally speaking the Designated Safeguarding Lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the Designated Safeguarding Lead, to consider whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.
- The Designated Safeguarding Lead and school should arrange adequate and appropriate cover arrangements for any time period they are out of school..

#### **Taken from Keeping Children Safe in Education, 2020: Annex B In addition, PG: Safeguarding First Ltd recommend as best practice that the Designated Safeguarding Leads:**

- The DSL will ensure that each member of staff has access to and understands the School's safeguarding policies particularly the Safeguarding Policy and the Staff Code of Conduct Policy, 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 Professional Supervision Policy is in place for all Designated Safeguarding Leads and is a well embedded process in schools that allows for critical and reflective practice to promote the educational outcomes and improved mental health and wellbeing of all vulnerable children.
- The DSL will ensure that a whole school policy for Induction is in place for all new starters including members of the workforce and volunteers, to induct them thoroughly into all key aspects of their role and responsibility in school across all five bubbles of the PG:SF business model.
- The DSL will ensure that a whole school policy on managing behaviour and discipline including the use of reasonable force, is in place. There are circumstances when it is appropriate for staff to use reasonable force to safeguard pupils. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain pupils. This can range from guiding a pupil to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. When using reasonable force in response to risks presented by incidents involving pupils with SEN or disabilities or with medical conditions, Northfield will, in considering the risks carefully, recognise the additional vulnerability of these groups and will also consider its duties under the Equality Act 2010/36 in relation to making reasonable adjustments, non-discrimination and its Public Sector Equality Duty.
- The DSL will ensure that an effective whole school policy against bullying/ online bullying inclusive of measures to prevent all forms of bullying among pupils, is in place.
- The DSL will inform the LA of any pupil to be deleted from the school admission register and will follow missing from Education protocols.
- The DSL will inform the LA of any pupil 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**

Governing bodies should have a senior level (or equivalent) lead to take leadership responsibility for their school's safeguarding arrangements.

At Northfield the Nominated Governor for Safeguarding is Mr Revis Phillips.

The role of the Nominated Governor (and Chair of Governors) 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 their statutory role in keeping children safe to support their quality assurance of those statutory arrangements.
- Ensure that the governing body is aware of the changes to Local Safeguarding Children Partnership arrangements and the need for the school to understand its role in effective multi-agency working under the new arrangements.

**If the Safeguarding Governor is NOT the Chair of Governors it is important to indicate the role of the Chair in safeguarding, which is to:**

- Ensure that there is liaison with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher.
- Ensure that in the event of allegations of abuse being made against the Headteacher, where the Headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the Designated Officer (DO). Therefore, ensuring effective whistleblowing procedures are in place.
- Ensure that the appointed member of the Governing Body for safeguarding holds the Headteacher to account on all matters involving safeguarding through an effective Safeguarding Policy that is embedded and followed by the entire workforce in all of the above areas.
- Ensure that all staff receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Ensure that the school has appropriate filtering and monitoring systems in place for online content and ensure that staff, pupils and visitors to the school follow the school's acceptable use policy and E safety policy.
- Ensure that children are taught about safeguarding, keeping themselves safe, including online safety through Relationships and Sex 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 discussing how pupil premium funding for looked after children will be used.

- Ensure there are clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
- Ensure that the Child Protection Policy reflects the fact that additional barriers can exist when recognising abuse and neglect for children with Special Educational Needs. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; being more prone to peer group isolation than other children; the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

### **Information for Parents**

At Northfield, Governors and staff are committed to keeping 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 Hartlepool and Stockton on Tees Safeguarding Children Partnership Arrangements and inform The Hartlepool and Stockton Children's Hub or police of their concern.

### **Procedures**

The DSL (or deputy DSL) will be informed immediately by an employee of the school, pupil 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 2018 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Emotional Abuse**

This is defined as the persistent emotional maltreatment of a child so 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.

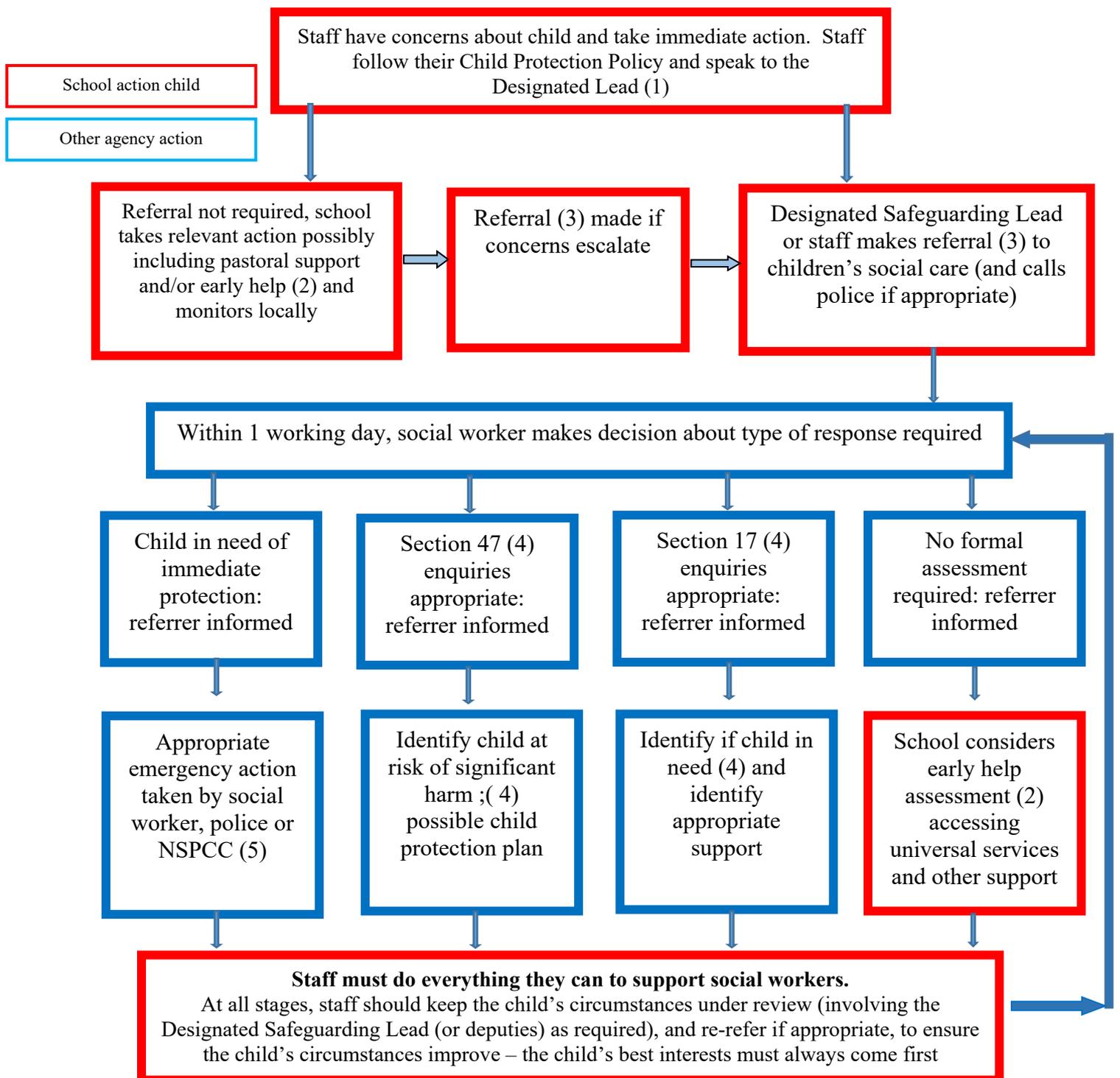
### **Children potentially at greater risk of harm**

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. Local authorities should share the fact a child has a social worker, and the Designated Safeguarding Lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools to safeguard and promote the welfare of children.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the Designated Safeguarding Lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

The DSL will keep a full record of concerns raised and make referrals to The Hartlepool and Stockton 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 a concern or allegation of abuse against a staff member, see Part Four of KCSIE 2019
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, an 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. Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter 1 of [Working Together to Safeguard Children](#)
4. 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. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter 1 of [Working Together to Safeguard Children](#)
5. 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.

### **Whistle Blowing / 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.

### **Management of a safeguarding concern or allegation about an adult**

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, then this must be referred to the headteacher; where there are concerns/allegations about the headteacher, this must be referred to the chair of governors.

Consultation without delay with the Designated Officer, **Phil Curtis** :Tel: 01429 284284 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.

<https://www.hsscp.co.uk/>

### **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 Safeguarding Policy; Staff Code of Conduct Policy; Safer Working Practice Document and the name of the DSL and deputies.

All staff members also receive appropriate safeguarding and child protection training which is regularly updated. The governing body in consultation with SSLB decides the frequency and content of this CPD. At Northfield school whole school training is held annually in September. In addition, all staff members receive regular safeguarding and child protection updates via staff meetings and internal CPD as required but at least annually to provide them with relevant skills and knowledge to safeguard children effectively, with opportunities to contribute to reviewing and shaping safeguarding arrangements in school inclusive of, the Safeguarding Policy. The governing body receives annual safeguarding training in the autumn term.

### **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. Hartlepool and Stockton on Tees Safeguarding Children Partnership <https://www.hsscp.co.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 and in line with the General Data Protection Regulations 2018 and Data Protection Act 2018.

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 school the appropriate transfer procedures and retention guidelines are followed. Recording prior to September 2017 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). In the event that those staff members cannot attend, the following trained member of staff may attend: Mr G Ankers.

### **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, the school works closely with the OE Lead with regard to Domestic Violence incidents. If the school is contacted following an incident which has occurred in a pupils' home, wellbeing checks are made for that pupil.

Northfield also recognises that children are capable of abusing their peers. Peer on Peer/Child on Child abuse can take many forms and any concerns raised will be investigated and dealt with appropriately. No Peer on Peer/Child on Child 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 pupils 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. The school policy and procedure on Peer on Peer/Child on Child abuse is detailed from page 26 below.

Northfield will endeavour to support all its pupils 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 pupils and adults a sense of being respected and valued.
- Approaches which allow pupils to develop critical thinking, literacy skills and digital literacy skills.
- A curriculum where children develop personal resilience, understand and can take appropriate risks or have personal strategies/safety plans that allow them to manage their own safety both on and off line. This can include topics covered as part of Relationships, Relationships and Sex Education and Health Education as well as Fundamental British Values and the SMSC Curriculum which cover harm, abuse, positive and healthy relationships and crime.
- 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 pupils and parents.
- A commitment to develop productive, supportive relationships with parents whenever it is in the pupil'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 may often be attributed to the medical condition rather than that a child may be being harmed. Concerns such as changes in behaviour and presentation (both physical and mental) mood or injury must be considered for each individual child and their own circumstances and must not be dismissed. Children with SEN are often more prone to peer group isolation than other children and there is greater potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs. Therefore, time must be taken to ensure that the full circumstances of any child who has additional needs and requires support around language and communication is shared at the point of referral to ensure the best possible outcome for the child is always achieved and their voice through any form of communication is always heard. To address these additional challenges, Northfield will consider extra pastoral support for children with SEN and disabilities.

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:

- The School's Recruitment and Selection Policies - inclusive of safer recruitment guidance and regulation, for example the Single Central Record which demonstrates the pre-employment vetting checks for all staff (e.g. identity, professional qualifications, right to work in the UK, further checks on people who have lived or worked outside the UK, for the workforce who are in regulatory activity (enhanced DBS, children's/adult barred list, prohibition from teaching check, section 128 check for management positions) and supervision of those who don't 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 2020 and Working Together 2018.

School Human Resources 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, May 2019 and Addendum April 2020. 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.
- Positive Behaviour Policy
- Use of Reasonable Force Policy/positive handling / confiscating and searching.
- Anti-Bullying Policy
- E-Safety Policy (including: Acceptable Use, Cyber bullying and Online Safety)
- Photographic & Digital Imagery Policy
- Peer on Peer/Child on Child Abuse Policy
- Pupil Wellbeing 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.
- Supporting Pupils 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) This includes the need for two emergency contact details for every pupil, where possible.
- 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 inclusive of Female Genital Mutilation, Domestic Abuse, Child Sexual Exploitation, Mental Health and Well-being and Fundamental British Values.
- 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.
- The school ensures that staff and volunteers are aware that sexual relationships with pupils under 18 are unlawful and could result in legal proceedings under the Sexual Offences Act 2003 (Abuse of a Position of Trust).
- Intimate Care and Care Plan Policy – inclusive of procedures to support pupils who have an accident and need assistance with accidental wetting, soiling or menstruation issues.
- Unaccompanied Travel to and from school procedure to ensure pupils safety.
- Single Equality Scheme.
- Relationship and Sex education (RSE) Policy (Secondary) inclusive of Health Education content

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

Children Act 1989/2004

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

CP SAFER Referral Form

<https://www.hsscp.co.uk/>

Data Protection Act 2018

<http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>

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

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

Education Act 2002 Section 175

[www.legislation.gov.uk/ukpga/2002/32/section/175](http://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>

Equality Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>

General Data Protection Regulations, 2018

[https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules\\_en](https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en)

Information Sharing: Advice for Practitioners providing safeguarding services

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Freedom of Information Act 2000

[http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga\\_20000036\\_en.pdf](http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga_20000036_en.pdf)

Keeping Children Safe in Education 2020

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Non-Maintained Special Schools (England) Regulations 2015

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

Public Sector Equality Duty Guidance for Schools in England

<https://www.equalityhumanrights.com/en/publication-download/public-sector-equality-duty-guidance-schools-england>

Safeguarding Vulnerable Groups Act 2006

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

School attendance: Guidance for schools

<https://www.gov.uk/government/publications/school-attendance>

Sexual Offences Act 2003

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

Hartlepool and Stockton on Tees Safeguarding Children Partnership

<https://www.hsscp.co.uk/>

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](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)

Working together to safeguard children HM GOV (2018)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

## **Review**

This Policy is reviewed annually or in light of any changes in legislation and/or guidance. This policy will be updated by Northfield 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 school procedures or practices may change following whole staff discussion or training to ensure it is the most effective policy in keeping pupils safe.

This policy is ratified by the governing body.

## 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
2018 - 2019	Mr P Richardson	Mr A Bimson	Mr G Cookland
2019 -2020	Mr P Richardson	Mr A Bimson	Mr R Phillips

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
September 2018	Revised template provided by PG: Safeguarding First Ltd (Pam Gartland)	1 October 2018

	<b>adopted</b>	
<b>September 2019</b>	Revised template provided by PG: Safeguarding First Ltd (Pam Gartland adopted. Reflects changes to KCSIE 2019 and introduction of Hartlepool and Stockton Partnership.	<b>21 October 2019</b>
<b>April 2020</b>	Addendum in response to Covid 19 and School Closure added	<b>April 2020</b>
<b>September 2020</b>	Changes made in accordance with KCSIE September 2020	<b>19 October 2020</b>

## Appendix 1

<b>Abuse or Safeguarding Issue</b>	<b>Link to Guidance/Advice</b>	<b>Source</b>
Abuse	<a href="#">What to do if you're worried a child is being abused</a>	DfE Advice
	<a href="#">Domestic abuse: Various Information/Guidance</a>	Home Office
	<a href="#">Faith based abuse: National Action Plan</a>	DfE Advice
	<a href="#">Relationship Abuse: Disrespect Nobody</a>	Home Office Website
Bullying	<a href="#">Preventing bullying, including cyberbullying</a>	DfE Advice
Children and the courts	<a href="#">Advice for 5-11 year olds witnesses in criminal courts</a>	MoJ Advice
	<a href="#">Advice for 12-17 year olds witnesses in criminal courts</a>	MoJ Advice
Children missing from education, home or care	<a href="#">Children missing education</a>	DfE Statutory Guidance
	<a href="#">Child missing from home or care</a>	DfE Statutory Guidance
	<a href="#">Children and adults missing strategy</a>	Home Office Strategy
Children with family members in prison	<a href="#">National information centre on Children of Offenders</a>	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) Advice
Child Exploitation	<a href="#">County Lines: Criminal exploitation of children and vulnerable adults</a>	Home Office Guidance
	<a href="#">Child sexual exploitation: Guide for practitioners</a>	DfE Guidance
	<a href="#">Trafficking: Safeguarding children</a>	DfE & HO Guidance
Drugs	<a href="#">Drugs: Advice for schools</a>	DfE & ACPO Advice
	<a href="#">Drug strategy 2017</a>	Home Office Strategy
	<a href="#">Information and advice on drugs</a>	Talk to Frank Website
	<a href="#">ADEPIS platform sharing information and resources for schools: Covering drug (&amp; alcohol) prevention</a>	Website developed by Mentor UK

'Honour Based Violence' (so called)	<a href="#">Female genital mutilation: Information and resources</a>	Home Office
	<a href="#">Female genital mutilation: Multi agency statutory guidance</a>	DfE, DH and HO Statutory Guidance
	<a href="#">Forced marriage: Information and practice guidelines</a>	Foreign Commonwealth Office and Home Office
Health and Well-being	<a href="#">Fabricated or induced illness: Safeguarding children</a>	DfE, DH and Home Office
	<a href="#">Rise Above: Free PSHE resources on health, wellbeing and resilience</a>	Public Health England Resources
	<a href="#">Medical conditions: Supporting pupils at school</a>	DfE Statutory Guidance
	<a href="#">Mental health and behaviour</a>	DfE Advice
Homelessness	<a href="#">Homelessness: How local authorities should exercise their functions</a>	HCLG
Online	<a href="#">Sexting: Responding to incidents and safeguarding children</a>	UK Council for Child Internet Safety
Private Fostering	<a href="#">Private fostering: local authorities</a>	DfE Statutory Guidance
Radicalisation	<a href="#">Prevent duty guidance</a>	Home Office Guidance
	<a href="#">Prevent duty advice for schools</a>	DfE Advice
	<a href="#">Educate against hate website</a>	DfE & Home Office
Violence	<a href="#">Gangs and youth violence: For schools and colleges</a>	Home Office Advice
	<a href="#">Ending violence against women and girls 2016-2020 strategy</a>	Home Office Strategy
	<a href="#">Violence against women and girls: National statement of expectations for victims</a>	Home Office Guidance
	<a href="#">Sexual violence and sexual harassment between children in schools and colleges</a>	DfE Advice
	<a href="#">Serious violence strategy</a>	Home Office Strategy

## Peer on Peer/Child on Child Abuse Policy

### Introduction

Keeping Children Safe in Education 2019 states that *'Governing bodies and proprietors should ensure that their child protection policy includes procedures to minimise the risk of Peer on Peer/Child on Child abuse'* and *'how allegations of Peer on Peer/Child on Child abuse will be recorded, investigated and dealt with'*. The document also states it is most important to ensure opportunities for seeking the voice of the child: *'Governing bodies 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, all systems and processes should operate with the **best** interests of the child at their heart.'*

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger. All staff should be aware that safeguarding issues can manifest themselves via Peer on Peer/Child on Child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online harassment, which may be stand-alone or part of a broader pattern of abuse;
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals.

(KCSIE 2019)

Northfield School & Sports College is committed to the prevention, early identification and appropriate management of Peer on Peer/Child on Child abuse. In particular the school will protect pupils wherever possible, by being aware of the nature and level of risk that pupils are exposed to, having a clear and comprehensive strategy specific to a pupil's safeguarding context and having a whole school contextual safeguarding approach to preventing and responding to Peer on Peer/Child on Child abuse.

This policy is preventative in its response to Peer on Peer/Child on Child abuse by raising awareness of issues, supporting staff in identifying them, and providing appropriate response and intervention that is followed consistently across the whole school. This policy will also encourage parents to share information about any risk of harm to their child and be clear on the school's expectations of how this will be managed. (Farrer and Co. 2019)

All staff and governors have signed to say that they have read, understood and agreed to work within this policy framework and parents have access to this policy.

This policy will be updated annually.

### **Purpose and Aim**

*'Research has shown that many children who present with harmful behaviour towards others, in the context of peer-on-peer abuse, are themselves vulnerable and may have been victimised by peers, parents or adults in the community prior to their abuse of peers' (Farrer and Co, 2019)*

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

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

- Safeguarding Policy
- Anti-Bullying Policy
- E - Safety Policy
- Children Missing from Education Policy
- Behaviour Policy – inclusive of positive handling and searching and confiscating
- Data Protection Policy (including details of data retention policy)

### **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 2018, highlighting that every assessment of a child, should *'reflect the unique characteristics of the child within their family and community context'* (Working Together, 2018:28). This is clearly echoed by Keeping Children Safe in Education 2019 through ensuring procedures are in place in schools to hear the voice of the child and to be mindful of the contexts children live in.

### **Preventative Strategies for Schools and Settings**

#### **Recognition**

Northfield School has developed appropriate strategies in order to prevent the issue of Peer on Peer/Child on Child abuse rather than only managing the issues in a reactive way.

Firstly, and most importantly is recognition that Peer on Peer/Child on Child abuse can and will occur even with the most stringent of policies and support mechanisms in place. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies to enable young people to talk about any issues and tsharing share information with staff. This involves staff analysing any incidents for trends, patterns and identifying any areas around the school that may appear to be 'less safe'. Staff also have access to regular CPD and training to ensure a consistent approach to managing Peer on Peer/Child on Child issues.

### **A Safe Environment to share concerns alongside a Positive Curriculum**

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 such issues as prejudiced behaviour and gives pupils 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 Northfield ensures that the whole workforce and governing body feels confident and enabled to talk about issues and to 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 informs staff about abusive behaviours and how to talk to young people in a way that continues to create an open and honest environment without prejudice. It is extremely important that staff do not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. Staff are required to consider each issue and each individual in their own right before taking action. If staff minimise the concerns raised it may result in a young person seeking no further help or advice. Staff are enabled to discuss issues concerning online access and support and reinforce appropriate behaviours online including understanding why age limits are in place on social media platforms, encouraging children to share online concerns, talking about issues that have happened in an open forum and working closely with parents. (Farrer and co, 2019)

### **Involving Parents**

Parents are informed and included in policy forming, lesson plans and through open and frank conversations, training/courses about what Peer on Peer/Child on Child abuse is and how the school is tackling it. This can help to alleviate any concerns and worries and create a joined-up approach. The school ensures open two way communication is available through a variety of platforms so that both parents and staff are working together to deal with any issues.

### **Signposting**

It is important that signposting is available to young people in the event that they don't feel confident raising an issue with staff or a peer. We have a resource board with support services on a wide range of issues so young people can seek their own solutions should they wish to. In the same way external services or support programmes can be brought in to talk to young people about specific issues in support of the prevention of Peer on Peer/Child on Child abuse.

### **Forums for Children to Make Changes/Have Their Voice Heard**

Northfield ensures that pupils are part of changing their circumstances and procedures within school. Northfield has a school council and conducts surveys and pupil questionnaires to gather pupil voice. The school encourages pupils to support changes and develop 'rules of acceptable behaviour' to create a positive ethos in school where all pupils understand the boundaries of behaviour before it becomes abusive.

### **Partnership Working**

Multi agency working consolidates in house procedures. By accessing advice, support and guidance, effective decisions can be made in collaboration to improve outcomes for pupils who may be at risk of harm. Northfield seeks advice and guidance as to preventative measure so that the right course of action is taken at the earliest opportunity. The school actively refers concerns/allegations of Peer on Peer/Child on Child abuse where necessary to the Hartlepool and Stockton Partnership and the police where appropriate. This is particularly important because Peer on Peer/Child on Child abuse can be a complex issue, and even more so where wider safeguarding concerns exist. It is often not appropriate for one single agency) to try to address the issue alone – it requires effective partnership working (Farrer and Co. 2019).

Northfield school tackles bullying (and peer abuse) by creating 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. Respect is a core value of Northfield and it is promoted on a daily basis throughout the school (Preventing and Tackling Bullying 2017).

#### **What is Peer on Peer/Child on Child Abuse?**

For these purposes, Peer on Peer/Child on Child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate), friendships and wider peer associations. Peer on Peer/Child on Child abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence. Pupils' experiences of abuse and violence are rarely isolated events, and they can often be linked to other things that are happening in their lives and spaces in which they spend their time. Any response to Peer on Peer/Child on Child abuse therefore needs to consider the range of possible types of Peer on Peer/Child on Child abuse set out above and capture the full context of children's experiences. This is done by adopting a Contextual Safeguarding approach and by ensuring that Northfield's response to incidents of peer-on-peer abuse takes into account any potential complexity (Farrer and Co. 2019).

Abusive behaviour can happen to pupils 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. The school adopts a **whole school community contextual safeguarding approach** by ensuring all staff: understand how a pupil's wider context may have impact on them; contribute to creating a strong safeguarding culture in school by following policies that address Peer on Peer/Child on Child abuse and harmful attitudes; promote healthy relationships and attitudes to gender/sexuality; identify 'less safe' areas in school; access training on bias and stereotyped assumptions; be alert to changes in children's behaviour and seek appropriate responses to concerns shared. (Farrer and Co, 2019)

Research suggests that Peer on Peer/Child on Child abuse is one of the most common forms of abuse affecting children in the UK (Farrer and Co, 2019). Abuse is abuse and will 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 2019). Research suggests that Peer on Peer/Child on Child abuse may affect boys differently from girls, and that this difference may result from societal norms (particularly around power, control and the way in which femininity and masculinity are constructed) rather than biological make-up. Barriers to disclosure will also be different. As a result, schools need to explore the gender dynamics of Peer on Peer/Child on Child abuse within their settings and recognise that these will play out differently in single sex, mixed or gender imbalanced environments (Farrer and Co. 2019).

It is important to consider the forms abuse may take and the subsequent actions required.

### **Children with Special Educational Needs**

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Northfield school provides extra pastoral support for children with SEN and disabilities particularly when investigating any form of Peer on Peer/Child on Child abuse.

(KCSIE, 2019)

### **Language**

For the purposes of this policy the language used will refer to *alleged* victims and *alleged* perpetrators, this is to ensure that pupils are not given 'labels' about their behaviour unfairly and without any full and thorough conclusive investigation. The language used to pupils and parents in the reporting of any incidents that may have occurred could impact on any future rehabilitation following any investigations that may occur. The use of words such as victim and perpetrator can be both inflammatory and distressing for pupils and their parents.

### **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 to be taken.

#### **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, sexual assault, rape or abuse.

### **Sexual Violence**

Sexual violence refers to sexual offences under the Sexual Offences Act 2003 as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

### **Sexual Harassment**

Sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline. In referencing sexual harassment, it is in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment (KCSIE 2019).

Sexual harassment can include:

- Sexual comments, such as; telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual 'jokes' or taunting;
- Physical behaviour, such as; deliberately brushing against someone, interfering with someone's clothes (The school will be vigilant as to whether this behaviour crosses a line into sexual violence by talking to and considering the experience of the victim) and displaying pictures, photos or drawings of a sexual nature;
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- Non-consensual sharing of sexual images and videos;
- Sexualised online bullying;
- Unwanted sexual comments and messages, including, on social media;
- Sexual exploitation; coercion and threats;
- 'Upskirting' which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence. (KCSIE, 2020)

### **Bullying (inclusive of all types)**

The new definition of bullying is, 'a person who habitually seeks to harm or intimidate those who they perceive as vulnerable'. (Taken from the Oxford, Cambridge and Collins dictionary, updated 2018).

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)

### **Online bullying**

Online bullying is the use of 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.

Online bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under 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 or distributing sexual 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 have no choice but to involve the police to investigate these situations.

### **Sexting (Youth Involved Imagery)**

'Youth Involved' includes children sharing images that they, or another child, have created themselves and 'imagery' covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the policy). A judgement of whether something is 'decent' is both a value judgement and dependent on context. The term 'sexual' is clearer than 'indecent'. (Farrer and Co, 2019)

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 occur in any relationship, 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 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

### **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. In extreme cases this can lead to physical harm or even death.

### **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.

### **Measuring the Behaviour**

Simon Hackett's continuum of behaviour (taken from Farrer and Co. 2017) is a useful guide to measure the behaviour that has occurred and consider the circumstances around the incident (s). The continuum looks at whether it:

- is socially acceptable
- involves a single incident or has occurred over a period of time
- is socially acceptable within the peer group
- is problematic and concerning
- involves any overt elements of victimisation or discrimination e.g. related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability, homelife or poverty
- involves an element of coercion or pre-planning
- involves a power imbalance between the child/children allegedly responsible for the behaviour and the child/children allegedly the subject of that power
- involves a misuse of power

Behaviour which is not abusive at first may potentially become abusive quickly or over time. Intervening early and addressing any inappropriate behaviour which may be displayed by a child is vital and could potentially prevent their behaviour from progressing on a continuum to become problematic, abusive and/or violent - and ultimately requiring (greater/more formal) engagement with specialist external and/or statutory agencies.

## **Appendix 1 – Peer on Peer/Child on Child Abuse– Action to be taken by All Staff**

All staff should be alert to the well-being of children and young people and to signs of abuse, and should engage with these signs, as appropriate, to determine whether they are caused by Peer on Peer/Child on Child abuse. However, staff should be mindful of the fact that the way(s) in which children will disclose or present with behaviour(s) as a result of their experiences will differ (Farrer and Co. 2019).

Although the type of abuse may have a varying effect on the alleged victim and alleged perpetrator of the harm, these simple 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 a true, accurate account of the facts around what has happened, so that nothing is forgotten. 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 the parents when they become involved. For example; the word perpetrator this can quickly create a 'blame' culture and leave a child labelled.

In all cases of Peer on Peer/Child on Child abuse 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.

Staff should also be mindful of contextual safeguarding and that wider safeguarding concerns may influence the child's account of the event(s). Alongside this peer pressure and the impact of sharing information about the incident(s) may also influence a child's account.

### **Gather the Facts**

In cases specifically relating to Sexual violence and sexual harassment, part 5 of Keeping Children Safe in Education, 2019 states that two members of staff (preferably one being the Designated Safeguarding Lead) should be present to manage the report, *where possible*.

The most appropriate member of staff with the best relationship with the child should be the person alongside the child who wishes to disclose wherever possible. However, staff should always be aware that children may choose to disclose to any member of staff that they feel most comfortable with and therefore all staff undertake basic training in managing disclosures. In any circumstance the member of staff must make clear to the child that they cannot maintain confidentiality if what is being shared has put or will put the child or another person at risk of harm.

In all circumstances, staff must speak to all the young people involved separately, gain a statement of facts from them and use **consistent language** and **open questions** for each account. The easiest way to do this is not to have a line of questioning but to ask the young people to tell you what happened. Only interrupt the young person from this 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?) A full and clear record of exactly what the young person has said in their

own language must be made (and no individual interpretation of the facts made which could impact on the disclosure) and stored following the school recording protocols (paper or electronic systems).

### **Consider the Intent (begin to Risk Assess)**

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

### **Decide On Your Next Course Of Action**

If from the information that you gather you believe any young person to be at risk of significant harm you must make a safeguarding referral to social care. The Designated Safeguarding Lead will refer the matter to social services (or where a crime has been committed to the police) but in the event of their absence the referral can be made by any member of staff. If this is the case, once social care has been contacted and made a decision on what will happen next then you will be informed on your next steps.

If social care and the police intend to pursue this 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. It is important to be prepared for every situation and the potential time it may take.

It may also be that social care feel that it does not meet their criteria in which case the DSL may challenge that decision, with that individual or their line manager. If on discussion however, the DSL agrees with the decision, the DSL may then inform parents.

### **Informing Parents**

If, once appropriate advice has been sought from police/social care you have agreement to inform parents or have been allocated that role from the other services involved then you need to inform the parents as soon as possible. If services are not going to be involved then equally, this information may need to be shared with parents. Parents would not be informed if by doing so the child was put at further risk of significant harm.

If a young person is deemed to be 'Gillick Competent' following the 'Fraser' guidelines and does not wish you 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 the child is evident then the school should encourage the young person to share the information with their parent or even with them (they may be scared to tell parents that they are being harmed in any way). Where school can evidence they are acting in the best interests of the young person they would not be criticised, however this would be the case if they actively breached the rights and choices of the young person.

The best way to inform parents is face to face. 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 around this stage. This, however should not be overlooked 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 also what is the effect on the young people involved? Is the incident seen to be bullying for example, in which case 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. If you are concerned or unsure as to whether or not there is any risk involved, please seek advice from the DSL.

**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?

**Outcomes**

The outcome of the investigation will follow the local threshold guidance. Therefore, either a referral has been made to either the police/social care for a full investigation (tier 4). It may have resulted in Children's Services undertaking a further assessment (Tier 3) or the school may have identified additional services/intervention that are non-statutory and in which case completed an early help assessment (Tier 2). It may be that on investigation, a decision has been made to handle the incident (s) internally and in which case the school may implement a risk assessment plan (Tier 1). In any of the above outcomes the school has a duty of care to manage the education needs of both children/young people in which case a risk assessment plan may be needed irrespective of the outcome.

**Next Steps**

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

**For the young person who has been harmed (alleged victim)**

What support they require 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 which case it is necessary that

this young person continues to be monitored and offered support should they require it in the future. If the 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 on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of PHSE and SMSC that certain issues can be discussed and debated more frequently.

If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

#### **For the young person who has displayed harmful behaviour (alleged perpetrator)**

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 a similar way. 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 an 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 young person receives a consequence for their 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 which case, the young person will need to be provided with appropriate support and education whilst off site.

Even following the conclusion of any investigation the behaviour that the young person has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This must 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 as a consequence 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 which case, regular reviews with the young people following the incident(s) are imperative.

### **Safety Planning**

Safety planning is a positive way of supporting a child who may benefit from a planned approach; this may be either the alleged victim or the alleged perpetrator. Safety plans support the child by considering the behaviours that may be risky and plan ways to manage triggers and to seek support from adults and peers. They are inclusive of parents and staff and are a planned intervention to support young people in feeling secure in the school, helping young people identify behaviours that may leave them feeling anxious or at risk and having strategies that they can apply to keep themselves feeling safe. The language of safety planning is more positive than risk assessment and can give security to the child knowing that a joined up approach is being followed by all in school. Safety Plans are available via Pam Gartland Safeguarding First.

### **Disciplinary Action**

Finally and in some circumstances, the school may need to consider whether disciplinary action may be appropriate for any child/children involved – any such action should address the abuse, the causes of it, and attitudes underlying it. Disciplinary action may sometimes be appropriate, including (a) to ensure that the child/children take(s) responsibility for and realise(s) the seriousness of their behaviour; (b) to demonstrate to the child/children and others that Peer on Peer/Child on Child abuse can never be tolerated; and (c) to ensure the safety and wellbeing of other children. However, these considerations must be balanced against the child's/children's own potential unmet needs and any safeguarding concerns. Before deciding on appropriate action the School will always consider its duty to safeguard all children from harm; the underlying reasons for a child's behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the Peer on Peer/Child on Child abuse and the causes of it.

The school will, where appropriate, consider the potential benefit, as well as challenge, of using managed moves or exclusion as a response, and not as an intervention, recognising that even if this is ultimately deemed to be necessary, some of the measures referred to in this policy may still be required. Exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of the other children in the School. Engaging in Fair Access Panel Processes to assist with decision-making associated with managed moves and exclusions can also be beneficial (Farrer and Co. 2019).

### **Review of Circumstances**

Following any incident of harm, it is necessary for the school to consider if anything could have been done differently. Use of PG:SF proforma for internal lessons learnt, can support in identifying under the business model of PG:SF what identified changes within the school need to occur. This demonstrates how proactive the school is in continually reviewing its policies and systems in effectively keeping children safe.

### **This policy has been heavily supported by the key document:**

Farrer and Co: Peer on Peer/Child on Child Abuse Toolkit 2019.

<https://www.farrer.co.uk/globalassets/news-articles/downloads/peer-on-peer-abuse-toolkit-14.pdf>

**This policy should be read in conjunction with:**

Safeguarding Policy

DFE: Keeping Children Safe in Education. September 2020

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)

DFE: Sexual Violence and Sexual Harassment between Children in Schools and Colleges. December, 2017

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Working Together to Safeguard Children, 2018

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

UKCCIS: Sexting in Schools and Colleges

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/609874/6\\_2939\\_SP\\_NCA\\_Sexting\\_In\\_Schools\\_FINAL\\_Update\\_Jan17.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf)

## **COVID-19 School Closure Arrangements for Safeguarding and Child Protection**

### **Context**

In response to the global COVID 19 pandemic, , this addendum to the Northfield School Safeguarding Policy contains details of our individual safeguarding arrangements in the following areas:

*Contacts*

*Vulnerable children*

*Attendance monitoring*

*Designated Safeguarding Lead*

*Reporting a concern*

*Safeguarding Training and induction*

*Safer Recruitment, Volunteers and Movement of Staff*

*Safety in school*

*Children and online safety away from school*

*Supporting children not in school*

*Supporting children in school*

*Peer on Peer/Child on Child Abuse*

*Support from the Local Authority*

**It remains the expectation that, with regards to safeguarding, the best interests of children and young people must always continue to come first. If anyone in school has a safeguarding concern about any child, they should continue to act and must act immediately in line with school policy and KCSIE 2019.**

## Key Contacts

Role	Name	Contact Number	E Mail
Designated Safeguarding Lead	Mr P Richardson	01642 557373	Philip.Richardson@northfieldssc.org
Deputy DSL	Mr A Bimson	01642 557373	abimson@northfieldssc.org
Headteacher	Mr R Henderson	01642 557373	Richard.henderson@northfieldssc.org
LA Chief Adviser	Ms V Housley	01642 527656	Vanessa.Housely@stockton.gov.uk
Chair of Governors	Mrs M Stanton	01642 557373	Miriam.Stanton@northfieldssc.org
Safeguarding Governor	Mr R Phillips	01642 557373	Revis.Phillips@northfieldssc.org
LADO	Mr P Curtis	01642 527413	

## Vulnerable Children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans. Those who have a social worker include children who have a Child Protection Plan and those who are in the care of the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being 'in need' or otherwise meet the definition in Section 17 of the Children Act 1989. School may also want to support other children who are vulnerable, where they are able to do so.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

*Senior leaders, especially the Designated Safeguarding Lead (and deputy), know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.*

Northfield will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school headteachers (VSH) for looked-after and previously looked-after children. The lead person for this will be: Mr Allan Bimson.

There is an expectation that vulnerable children who have a social worker will attend school, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to school, and their child is considered vulnerable, the social worker and Northfield will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, the school or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Northfield staff will encourage all vulnerable children and young people to attend school, including remotely if needed.

### **Attendance Monitoring**

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance. Northfield staff will complete the DFE spreadsheet and upload as required.

Northfield staff and/or social workers will agree with parents/carers which vulnerable children should be attending school. The school will then follow up on any pupil that they were expecting to attend, who does not.

The school will also follow up with any parent or carer whose work is critical to the COVID 19 response and has arranged care for their child(ren) if the child(ren) subsequently do not attend.

### **How Will This Look in Our School?**

To support the above, Northfield School will, when communicating with parents/carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available. Any contacts will be recorded on CPOMs.

In all circumstances where a vulnerable child does not attend school, or Northfield staff will notify their social worker.

### **Designated Safeguarding Lead**

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is unable to be the case (for example, when working from home) the DSL (or deputy) will be available to be contacted via phone or online video.

Where the DSL (or deputy) is not on site, and is ill, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site, seeking guidance from the LA Chief Adviser where appropriate. This might include updating and managing access to child protection

online management system (CPOMS) and liaising with the offsite DSL or deputy and/or, as required, liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school. It is important that all Northfield School staff and volunteers have access to a trained DSL (or deputy).

On each day, staff on site including any temporary staff or volunteers will be made aware of the identity of the DSL and how to communicate with them.

The nominated DSL(s) will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

### **Reporting Any Concern**

Where staff have any concern about a child, either those attending school or those staying at home, they should continue to follow the process outlined in the school Safeguarding Policy, which includes making a report via online reporting e.g. CPOMS, which can be done remotely.

In the unlikely event that a member of staff cannot access CPOMS from home, they should email the Designated Safeguarding Lead and/or Headteacher. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should report the concern to the DSL or Headteacher. If there is a requirement to make a notification to the Headteacher whilst away from school, this should be done verbally and immediately followed up with an email.

Concerns around the Headteacher should be directed to the Chair of Governors: Miriam Stanton.

The LADO will continue to offer support in the process of managing allegations against staff in line with the school policy. LADO Contact details: Phil Curtis, 01642 527413

### **Safeguarding Training and induction**

DSL training is very unlikely to take place whilst there remains a threat of the COVID-19 virus. For the period that COVID-19 measures are in place, the DSL and deputy who have been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read and understood part 1 of Keeping Children Safe in Education (2019). The DSL will communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter Northfield, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check;
- there are no known concerns about the individual's suitability to work with children;
- there is no ongoing disciplinary investigation relating to that individual.

For movement within the LA, the school will seek assurance from the DSL of the host school/hub that members of staff have received appropriate and up to date safeguarding training.

Upon arrival, they will be given a copy of the Northfield's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

### **Safer recruitment, volunteers and movement of staff**

***It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children.***

When recruiting school staff, Northfield School will continue to follow the relevant safer recruitment processes, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where Northfield School is using volunteers, it will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Northfield School will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

Northfield School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals will be made by e mailing:  
Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current national emergency, it is essential from a safeguarding perspective that the school is aware, on any given day, which staff/volunteers will be

in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity.

Northfield School will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 155 inc. in KCSIE.

### **Online Safety in Schools and Colleges**

Northfield School will continue to provide a safe environment, including online. This includes the use of an online firewall and filtering system and agreed safer internet use protocols.

### **Children and Online Safety Away from School and College**

It is important that all staff who interact with children, including online, continue to look out for signs that a child may be at risk. Any such concerns should be dealt with according to the Safeguarding Policy and, where appropriate, referrals should be made to the DSL who will notify children's social care and if required, the police.

Online teaching will follow the principles as set out in the school code of conduct.

Northfield School will ensure that any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements. Parents/carers, and pupils will be given regular reminders about keeping safe online.

Below are items to consider if/when delivering virtual lessons, especially where webcams are involved. All apps/platforms must be agreed by SLT;

- Tuition must be in groups only: no 1 to 1 conferencing;
- Staff and children must wear suitable clothing, as should anyone else in the household;
- Any computers used must be in family areas, for example, not in bedrooms, and the background should be blurred.
- Any live classes should be recorded so that if any issues were to arise, footage can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms provided by school to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

### **Supporting Children Not in School**

Northfield School is committed to ensuring the safety and wellbeing of all its pupils. Where the DSL has identified a child to be on the edge of social care support, or who would normally receive additional or bespoke pastoral support in school, they will ensure that a robust communication plan is in place for that pupil.

Details of this plan will be recorded on CPOMS , as will any record of contact made.

Communication plans can include remote contact, phone contact and door-step visits. Other individualised contact methods may be considered, discussed with leaders and recorded.

Northfield School and the DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan will be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will continue to share safeguarding messages on its website and social media pages.

Northfield School recognises that school is a protective factor for children and young people and the current circumstances can affect the mental health of pupils and their parents/carers.

Teachers at Northfield School need to be aware of this in setting expectations of pupils' work for home learning purposes. Regular check ins with the family will be undertaken in line with leaders' expectations and contacts will be recorded on CPOMS.

### **Supporting Children in School**

Northfield School is committed to ensuring the safety and wellbeing of all its learners. It will continue to be a safe space for all children to attend and flourish.

The Headteacher will ensure that appropriate staff are on site and that the staff to pupil ratio numbers are appropriate and enable effective social distancing to maximise safety.

Northfield School will refer to the government guidance for education and childcare settings on how to implement social distancing and will continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID-19.

Northfield School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

Where Northfield School has concerns about the impact of staff absence on maintaining safe provision – such as the Designated Safeguarding Leads, senior leaders or first aiders – we will discuss this with the LA's Chief Adviser and Chair of Governors.

### **Peer on Peer/Child on Child Abuse**

Northfield School recognises that during the pandemic, a revised process may be required for managing any report of such abuse and supporting victims.

Should Northfield receive a report of Peer on Peer/Child on Child abuse, we will follow the principles as set out in part 5 of KCSIE 2019 and those outlined within the Safeguarding Policy.

The school will listen to and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person. Concerns and actions will be recorded on CPOMS and appropriate referrals made.

### **Support from the Local Authority**

LA advisers, Virtual School staff and the SEND manager will provide support and guidance as appropriate to enable DSLs to carry out their role effectively.