



**LAYFIELD PRIMARY
SCHOOL**

Child Protection Policy

May 2020

Review Date: May, 2021

IMPORTANT INFORMATION FOR DURATION OF CORVID-19

Designated Safeguarding Leads and Deputies

On Site: While our school site remains open for vulnerable children and children of key workers, the Designated Safeguarding Leads/Deputies are [Helen Owen, Joanne Smith and Clare Bolland](#)s and continue to be our Designated Safeguarding Leads/Deputies due to their level of training and skill. However, due to these unprecedented circumstances they may not physically be on our school site every day. Please contact them by email or phone if they are not on site.

Should our school site be entirely closed our Designated Safeguarding Leads/Deputies will continue to remain in contact with those children who we deem are vulnerable or have a multi-agency statutory plan in place to safeguard them. This will also be the case should care be provided from Levensdale Primary School which is a central Yarm Hub.

Where necessary, information regarding children has been shared between our school and theirs in the interests of safeguarding and protecting our children. This information has followed appropriate confidentiality protocols and is in line with the GDPR and Data Protection Act.

Arrangements for Contact with Vulnerable Children

Where our school remain open, the Designated Safeguarding Leads and Deputies are fully aware of their vulnerable children and those they are expecting into school each day, should that child not arrive then the Designated Safeguarding Lead or Deputy will make contact with the parent or carer immediately and if no response contact front door services immediately.

Designated Safeguarding Leads/Deputies will continue to contact vulnerable children and their families on a regular basis if the school is closed or these children are not on site. If there are any issues raised during this time regarding their care, safety or ability to be contacted then the Designated Safeguarding Lead/Deputy will follow their local safeguarding procedures and contact their local front door services immediately (as per our Child Protection Policy).

Availability and contact arrangements for families and professionals who wish to make contact with the Designated Safeguarding Leads/Deputies

During these unprecedented circumstances the Designated Safeguarding Leads/Deputies will be available to be contacted by children, families and other services and agencies to ensure the safety and well-being of all our vulnerable children. They can be contacted via the school telephone number in the first instance and whether they are on or off site they will gain contact with any family or professional as soon as possible.

Alternatively they may be contacted via the school's email address info@layfield.org.uk.

Contact with the Designated Safeguarding Leads/Deputies should be within the hours of the school day 9am-3.30pm ONLY. Designated Safeguarding Leads/Deputies cannot be responsible for not receiving calls and messages outside of these times. In the event that children or families need support immediately, please contact our front door services immediately (as per the information within the Child Protection Policy) or contact the Police.

Response to safeguarding or child protection concerns

As always our school's duty of care is to keep children safe and while the arrangements of the physical care of children and physical presence of our Designated Safeguarding Leads/Deputies may be different during this time the school's response remains the same and follows the guidelines as set out in our school's Child Protection Policy.

Issued 27th March 2020

Revised 28th March 2020 in light of

DFE issued interim coronavirus (covid -19): safeguarding in schools colleges and other providers late on Friday.

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

Purpose and aim

Layfield Primary School's whole-school Child Protection Policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with child welfare concerns. The policy also aims to make explicit the school's commitment to the development of good practice and sound procedures to keep children safe in our school. This policy recognises that abuse can occur in all communities and contexts and that all staff have a responsibility and the opportunity to support children, in sharing concerns and worries in school to feel safe. The whole school culture of vigilance creates a safe space where children are supported, listened to and valued in what they choose to share and that 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 keeping children safe and promoting the welfare of children in our care through all our policies, procedures and practices. We expect all our pupils' parents and visitors to share this commitment and understanding.

Introduction

Layfield Primary fully recognises the contribution it can make to keeping children safe and supporting the pupils in its care. There are four main elements to our Child Protection Policy:

- **Prevention**
 - positive school atmosphere,
 - careful and vigilant teaching,
 - pastoral care,
 - support to pupils,
 - good adult role models,
 - identification of early and additional support/services to children and families,
 - 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 Violence, Female Genital Mutilation and Forced Marriage.
- **Protection**
 - following agreed procedures,
 - ensuring all staff respond appropriately and sensitively to child protection concerns
 - ensuring that every member of staff has regular training and updates at least annually and are supported to refer their concerns to the Designated Safeguarding Lead, Helen Owen or Deputy Designated Safeguarding Leads, Joanne Smith and Clare Bolland or The Hartlepool and Stockton Children's Hub (Tel 01642 130080 or email childrenshub@hartlepool.gov.uk) directly.
 - IF NECESSARY. In certain specific cases such as Female Genital Mutilation (Mandatory reporting of FGM since October 2015), Radicalisation or Forced Marriage there are SPOCS/named teams and individuals within the police who can be contacted.
- **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.
- **Support**
 - to pupils and school staff and to 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 and college 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 misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

(KCSIE 2020)

All staff have a responsibility to recognise 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 our school supports the following areas of need, additional need or harm are hyperlinked documents in Appendix 1 of this Child Protection Policy and includes the full list taken from Keeping Children Safe in Education 2020 pages 82-97.

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 Sexual Exploitation
- Child Criminal Exploitation - County Lines
- Domestic Abuse
- Homelessness
- So called 'Honour Based Abuse' inclusive of Female Genital Mutilation (FGM) and Forced Marriage and practises such as Breast Ironing.
- Preventing Radicalisation and Channel
- Peer on Peer / Child on Child Abuse
- Sexual Violence and Sexual Harassment between children in schools and colleges
- What is sexual violence and sexual harassment?
- Upskirting
- The response to a report of sexual violence or sexual harassment
- Additional advice and support

(KCSIE 2020)

AS STATED THE FULL LIST OF ADDITIONAL ADVICE AND SUPPORTIVE HYPERLINKS CAN BE FOUND IN APPENDIX 1 OF THIS POLICY

In the event of any of the above issues being recognised, information should be shared directly with the Designated Safeguarding Leads which will result in the situation being recorded, evaluated and support offered in school or the pupil(s) being referred to specific services.

This policy applies to Layfield'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's Partnership, which includes the partnership of several agencies who work with Children and families across the borough.

School is committed to keeping children safe and safeguarding all children in accordance with Child Protection: Hartlepool and Stockton-on-Tees Safeguarding Children's Partnership <https://www.hsscopp.org.uk/> and partner agencies in all cases where there is a concern about significant harm.

Significant Harm is defined in The Children's 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 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*)

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 (extremism, radicalisation and terrorism) and, harassment, bullying and victimisation, 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 Layfield 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 school. Therefore, through a thorough induction process and the sharing of this policy to all staff, pupils and volunteers, it is important that ALL staff:

- Ensure that they listen to and reflect on the voice of the child at ALL times and take seriously any concerns raised to them by a child.
- Ensure that they report ANY concerns of harm to any child to the Designated Safeguarding Lead immediately. (However, ALL staff can refer their concerns directly to The Children's Hub (Tel 01642 130080 or email childrenshub@hartlepool.gov.uk) if necessary and the police in the stated incidents above). They should inform the Designated Safeguarding Lead 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 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 recognizing 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 from the 1st July 2015 that under the Counter Terrorism and Security Act, April 2015 that the school has 'Due regard' To Prevent' and to assess the risk of children and young

people being radicalised drawn into extremism (based upon potential risks in local area and that clear protocols in place for all visitors so that views are appropriate and not an opportunity to influence others).

- Ensure from October 2015 that there is mandatory reporting to the police in all cases where staff discover 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 Online Safety Policy in the protection of all children.
- 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/devices whilst they are on school premises. This includes staff understanding and adhering to the Staff Behaviour Policy inclusive of use of mobile phones and electronic devices.

School 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

The Designated Safeguarding Lead is the Headteacher, Helen Owen. This person 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. This person 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 deputies, trained to the same standard as the Lead – Joanne Smith and Clare Bolland) 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

Whilst the activities of the Designated Safeguarding Lead can be delegated to an appropriately trained deputy the ultimate LEAD RESPONSIBILITY for child protection will not be delegated and remains with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has a very detailed role (see below).

However, if there is an IMMEDIATE safeguarding concern and the Designated Safeguarding Leads are unavailable please seek immediate support via the Hartlepool and Stockton Children's Hub (Tel 01642 130080).

The broad areas of responsibility for the designated safeguarding leads are identified here:

Manage referrals

- Refer all 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)
- As required liaise with the case manager (CEO or where the CEO is the subject of the allegations the Chair of Trust and the Designated Officer, operating on behalf of the Local Authority, for child protection concerns (all cases which concern a staff member).
- Liaise with staff (especially pastoral support staff, school nurses, IT 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.

Training

The Designated Safeguarding Lead and deputy should 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 the Designated Safeguarding Lead 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 (Single Assessment Continuum of Need).
- Understand the **Local Assessment Protocol** which sits alongside the **Continuum of Need and Services**.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and 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, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- Understand the importance of information sharing, both within the school and college, and with the three safeguarding partners (Hartlepool and Stockton Safeguarding Children Partnership), other agencies, organisations and practitioners.
- Are able to keep detailed, accurate and secure, written or electronic records of concerns and referrals. (School uses CPOMS)
- 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.
- Are able to 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 a culture of listening to children and taking account of their wishes and feelings, amongst all staff, in 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 Designated Safeguarding Lead should ensure that the school policies are known understood and used appropriately:

- Ensure the school's Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the Child Protection Policy is available publicly and 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 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 (including mid-year transfers) the Designated Safeguarding Lead should ensure their child protection file is transferred appropriately to the any new school or college as soon as possible. This should be transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained. This should be through an electronic system (CPOMS) by the end of the academic year. 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 deputies) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns.
- Whilst generally speaking the Designated Safeguarding Lead (or deputies) would be expected to be available in person, if the Designated Safeguarding Lead or Deputies are not available in person, contact should be made by phone.
- The Designated Safeguarding Lead and school have adequate and appropriate cover arrangements in place for any out of hours / out of term activities.

Taken from Keeping Children Safe in Education, 2020: Annex B.

In addition as recommended as best practice by PG: Safeguarding First LTD the Designated Safeguarding Lead will:

- Ensure each member of staff has access to and understands the school's suite of safeguarding policies particularly the Child Protection Policy and the Staff Behaviour Policy (which incorporates the Staff Handbook and the Teacher's Standards), especially new or part-time staff who may work with different establishments.
- Be aware of all school excursions and residentials and clarify with the educational visit co-ordinator / group leader(s) their role and responsibility in connection with safeguarding / child protection.
- Ensure that a Professional Supervision Policy is in place for all Designated Safeguarding Leads and is a well embedded process in school that allows for critical and reflective practice to promote the educational outcomes and improved mental health and wellbeing of all vulnerable students.
- 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.
- Ensure a whole school policy about managing behaviour and discipline including the use of reasonable force, is in place. There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child 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 children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010/36 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.
- Ensure an effective whole school policy against bullying / online-bullying inclusive of measures to prevent all forms of bullying among pupils is in place.
- Inform the LA of any pupil to be deleted from the school admission register and follow missing from Education protocols.

- Inform the LA of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 days or more.

Responsibilities of the Local Governing Body / The 1590 Trust Board

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

The senior lead Governor for Safeguarding is Grace Mitchell.

The role of this individual 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 governing body receive 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 their role in effective multi-agency working under the new arrangements.

The Chair of Governors role is to:

- Ensure that they liaise 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 of a school or a member of the governing body of the school.
- 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 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, students and visitors to their site follow their school's acceptable use policy / online 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 Children / Young People In Our Care – CYPIOC looked after children, including working with the Local Authority's virtual school Headteacher and discuss how pupil premium funding for Children / Young People In Our Care – CYPIOC (looked after children) will be used.
- Ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
- Ensure their 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 –

Governors and staff are committed to keeping our children safe and will take any reasonable action to safeguard and promote their welfare. In cases where the school has reason to be concerned that a child maybe suffering significant harm, ill treatment, neglect or other forms of harm, staff have no alternative but to 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 Designated Safeguarding Lead (or Deputy DSL) will be informed immediately by an employee of the school, pupil of the school, parent of the school, other persons, in the following circumstances

- 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

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

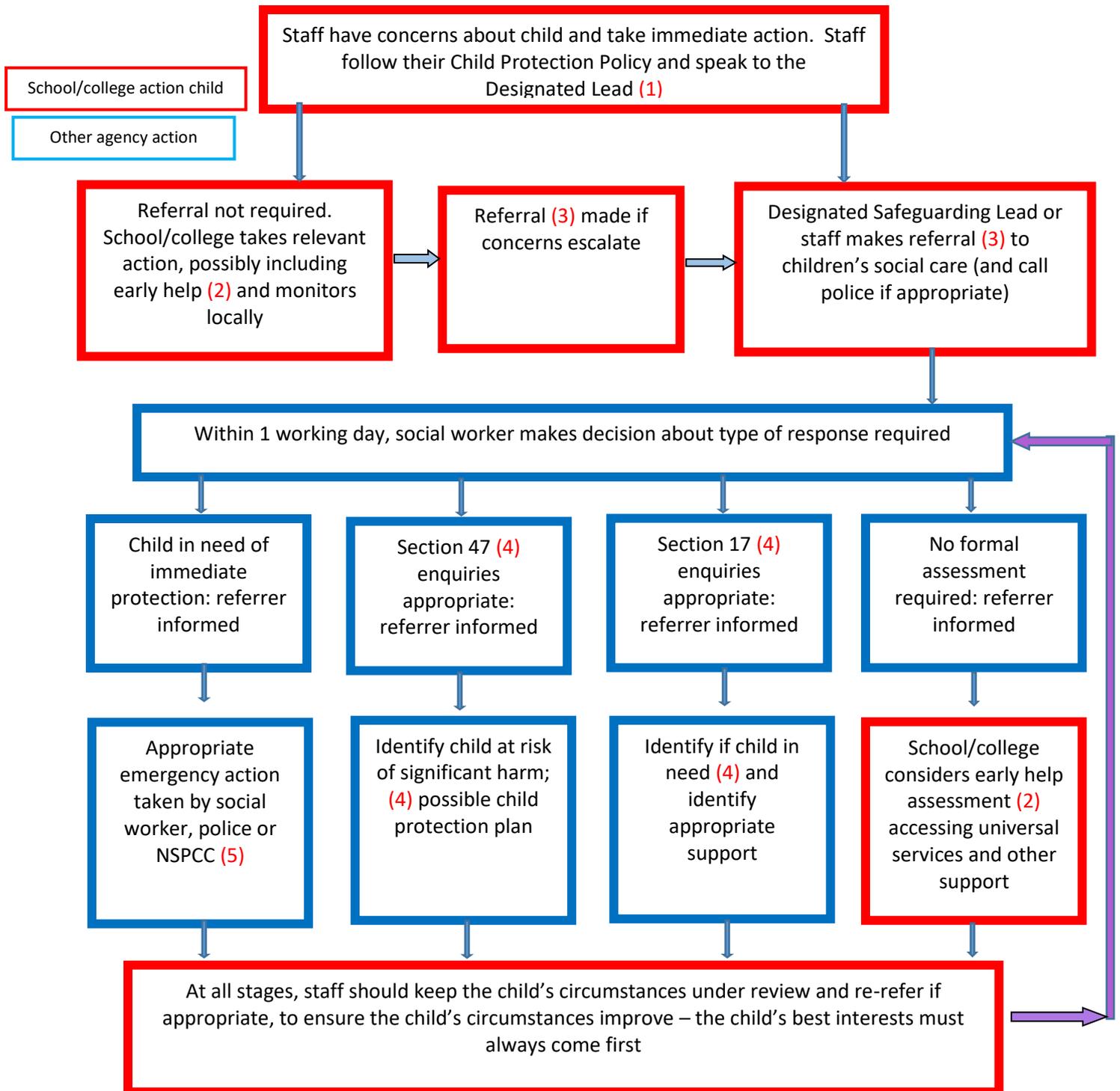
Children potentially at greater risk of harm

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 deputy) 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 Designated Safeguarding Lead 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 but will be stored via a secure system (Moving to a fully electronic system by the end of the academic year). The Headteacher will be kept informed at all times.

Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part Four of 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, and early help inter-agency assessment should be arranged. Chapter One of [Working Together to Safeguard Children](#) provides details guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include S17 assessments of children in need and S47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working Together to Safeguard Children](#)
4. This could include applying for an Emergency Protection Order (EPO)

Safe Schools / Safe Staff

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

Whistleblowing / Confidential Reporting Policy

The Whistleblowing/Confidential Reporting Policy provides guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff has concerns about an 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 should be referred to the headteacher; where there are concerns/allegations about the headteacher, this should be referred to the Chair of the Trust via whistleblowing@conyers.org.uk. Staff may consider discussing any concerns with the school's Designated Safeguarding Lead and make any referral via them.

Consultation without delay with the Designated Officer, **Tel: 01429 401844** will determine what action follows. A multi-agency strategy meeting may be arranged to look at the complaint in its widest context, the Headteacher /a senior member of school staff must attend this meeting, which will be arranged by the Designated Officer. 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 should be aware of the systems 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 school's Child Protection Policy; the school's Staff Behaviour Policy (sometimes called a Code of Conduct, this incorporates the Staff Handbook and the Teachers' Standards); Safer Working Practice Document and the names of the Designated Safeguarding Lead and their nominated deputies.

All staff members receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members receive regular safeguarding and child protection updates via staff meetings held termly or internal CPD as required but at least annually to provide them with relevant skills and knowledge to safeguard children effectively and allow them opportunities to contribute to reviewing and shaping the safeguarding arrangements in school inclusive of, the Child Protection Policy.

Professional Confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of safeguarding. We recognise 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. We are clear about the need to record any concerns, discussions held, decisions made and reasons for those decisions about a child or children within our care. All staff will follow the school's information sharing and recording policies to ensure record keeping is compliant and in line with the General Data Protection Regulations 2018 and Data Protection Act 2018.

Safeguarding Recording is completed electronically using CPOMD. Following a child leaving our school we follow the appropriate transfer procedures and retention guidelines.

Attendance at Safeguarding Conferences

In the event of being invited to attend Child Protection Conferences, the Designated Safeguarding Lead or a deputy or the school will identify the most appropriate trained member of staff to provide information relevant to the Child Protection Conference (Initial/Review). In the event that those staff members cannot attend the school will aim to send a written report in advance of the meeting.

Supporting Children

We recognise 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. School may be the only stable, secure and predictable element in the lives of some of the children in its care. The school, therefore, recognises that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour.

As an Operation Encompass partner we work closely with the Operation Encompass Lead with regards to domestic violence incidents and offer wellbeing checks to our pupils if we are contacted following an incident which has occurred in one of our pupil's homes.

School also recognises that children are capable of abusing their peers. Peer on peer abuse can take many forms and any concerns raised will be investigated and dealt with appropriately. No peer on peer abuse should 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. See Peer on Peer Abuse Annexe for detailed information.

Therefore, School 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 children and young people to develop critical thinking, literacy skills and digital literacy skills.
- A curriculum which explores human rights, equality, democracy and tolerance and prepares children and young people fully for life in modern Britain.
- A 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. This can include topics covered as part of Relationships and the Relationships and Sex Education Curriculum 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 children and parents
- A commitment to develop productive, supportive relationships with parents whenever it is in the child's interest to do so.
- The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in all safeguarding situations.

School 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 need to 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) 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, we provide extra pastoral support for children with SEN and disabilities in the form of a key worker.

School 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 in school.

These include:

- **School Recruitment and Selection policy** - inclusive of safer recruitment guidance and regulation for example a **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 of the UK including recording checks for those EEA teacher sanctions and restrictions), for the workforce who are in regulatory activity (enhanced DBS, children's /adult barred list, prohibition from teaching Section 128 check for management positions) and supervision of those who do not meet this requirement.
- Clear recruitment procedures which embed keeping children safe across every aspect from vacancy to conditional appointments, induction and an ongoing culture of vigilance.
- Trained panel members who ensure that the policy works in practice in all recruitment and selection within the school.
- School Staffing (England) Regulations 2009, Regulation 9: requires governing bodies of maintained

schools to ensure that at least one member of a recruitment panel must undertake safer recruitment training to satisfy all the requirements in statutory guidance in Keeping Children Safe in Education 2019 and Working Together 2015. At Layfield, as an academy we share this commitment.

- Stockton School's Human Resources Manual – policies and procedures
- Staff Behaviour Policy (code of conduct) Safer Recruitment Consortium Guidance for Safer Working Practices for those working with Young People in education settings – May 2019. The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with young people and agree to work within all policies and procedures to safeguard both children and adults.
- The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings being taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust)
- Behaviour & Discipline Policy – inclusive of the Use of Reasonable Force / positive handling and confiscating and searching.
- Anti-Bullying Policy/ Online Bullying Policy.
- Online Safety Policy inclusive of appropriate usage documentation (covering the use of mobile phones, cameras and all other technology within the school setting).
- Inclusion & Special Education Needs Policy
- The Schools Educational Visits / Off Site Policy (reviewed annually) reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school when undertaking school trips, visits or pupils being creatively educated.
- Peer on Peer / Child on Child Abuse Policy
- Photographic & Digital Imagery Policy with parental consent forms annually signed.
- Administration of Medicines Policy and Procedures with trained staff who manage this.
- Pupils with Medical Needs Policy and implications for the workforce, pupils and partnership with parents
- 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 – inclusive of runaways, missing and children missing from education, ensuring appropriate safeguarding responses.
- Complaints Policy
- Allegation Management Policy
- Confidentiality and Whistleblowing Policy.
- Information Sharing Policy (internal and external exchange of information)
- Children / Young People In Our Care – CYPIOC (Looked after Children) Policy inclusive of a named LAC teacher (Claire Pack) whose role is to champion the achievement of Children / Young People In Our Care – CYPIOC (LAC) in our school and work closely with the Designated Safeguarding Lead and the Virtual Headteacher within the LA who has responsibility for the Children / Young People In Our Care – CYPIOC (LAC).
- Intimate Care and Care Plan Policy – inclusive of procedure to support pupils who have an accident and either wet, soil or menstruate and need assistance.
- Unaccompanied travel to and from school procedure to ensure pupils safety.
- Single Equality Scheme
- 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.
- **Relationship and Sex Education (RSE) Policy** inclusive Health Education content.

The template for this policy has been developed in partnership with members of CAPE (National Group of Education Leads for Safeguarding and Child Protection across the North West/East), Sunderland City Council Education Safeguarding Team remodelled and adapted it to suit local/regional need. Between 2014-2019 this template was again revised in partnership with Pam Gartland: Safeguarding First Ltd to provide a guidance tool for schools in light of the new statutory DfE guidance Keeping Children Safe in Education.

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

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

Education Act 2002 Section 175

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

Education (Independent School Standards) Regulations 2014

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

Equality Act 2010

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

Freedom of Information Act 2000

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

General Data Protection Regulations, 2018

https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en

Hartlepool and Stockton-on-Tees Safeguarding Children Partnership

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

Information Sharing: Advice for Practitioners providing safeguarding services

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

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>

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_are_worried_a_child_is_being_abused.pdf

Working together to safeguard children HM GOV (2018)

[www.gov.uk/government/publications/working-together-to-safeguard-children- - 2](http://www.gov.uk/government/publications/working-together-to-safeguard-children--2)

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

This policy must be ratified by the governing body signed/dated by both the Headteacher and Chair of the Local Governing Body's Care, Support & Guidance Committee.

Children and Young People**Headteacher****Signed:** H Owen**Date:** 23.10.2020**Chair of the Local Governing Body****Signed:****Date:**

Academic Year	Designated Safeguarding Lead	Nominated Governor
2019-20	Helen Owen	Claire Moore
2020-21	Helen Owen	Grace Mitchell

Review Date	Changes made	Ratification Date by Governing Body
May 2020	Adopted new Trust Policy	02.07.20
October 2020	Updated to reflect changes to KCSIE 2020 and new Governor responsible for Safeguarding	

Appendix 1

Abuse or Safeguarding Issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE Advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE Advice
	Relationship Abuse: Disrespect Nobody	Home Office Website
Bullying	Preventing bullying, including cyberbullying	DfE Advice
Children and the courts	Advice for 5-11 year olds witnesses in criminal courts	MoJ Advice
	Advice for 12-17 year olds witnesses in criminal courts	MoJ Advice
Children missing from education, home or care	Children missing education	DfE Statutory Guidance
	Child missing from home or care	DfE Statutory Guidance
	Children and adults missing strategy	Home Office Strategy
Children with family members in prison	National information centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) Advice
Child Exploitation	County Lines: Criminal exploitation of children and vulnerable adults	Home Office Guidance
	Child sexual exploitation: Guide for practitioners	DfE Guidance
	Trafficking: Safeguarding children	DfE & HO Guidance
Drugs	Drugs: Advice for schools	DfE & ACPO Advice
	Drug strategy 2017	Home Office Strategy
	Information and advice on drugs	Talk to Frank Website
	ADEPIS platform sharing information and resources for schools: Covering drug (& alcohol) prevention	Website developed by Mentor UK
'Honour Based Violence' (so called)	Female genital mutilation: Information and resources	Home Office
	Female genital mutilation: Multi agency statutory guidance	DfE, DH and HO Statutory Guidance
	Forced marriage: Information and practice guidelines	Foreign Commonwealth Office and Home Office
Health and Well-being	Fabricated or induced illness: Safeguarding children	DfE, DH and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England Resources
	Medical conditions: Supporting pupils at school	DfE Statutory Guidance
	Mental health and behaviour	DfE Advice
Homelessness	Homelessness: How local authorities should exercise their functions	HCLG
Online	Sexting: Responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private Fostering	https://www.gov.uk/government/publications/children-act-1989-private-fostering	DfE Statutory Guidance
Radicalisation	Prevent duty guidance	Home Office Guidance
	Prevent duty advice for schools	DfE Advice
	Educate against hate website	DfE & Home Office
Violence	Gangs and youth violence: For schools and colleges	Home Office Advice
	Ending violence against women and girls 2016-2020 strategy	Home Office Strategy
	Violence against women and girls: National statement of expectations for victims	Home Office Guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE Advice
	Serious violence strategy	Home Office Strategy

Peer on Peer Abuse Policy and Procedure Guidance

Introduction

Keeping Children Safe in Education, 2019 states that '*Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with*' (page 9). The document also states it is most important to ensure opportunities of seeking the voice of the child are heard, '*Governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, any system and processes should operate with the **best** interests of the child at their heart.*'

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

Purpose and Aim

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

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

Positive Behaviour Policy including Anti-Bullying Statement

Child Protection Policy

Cyber Bullying Policy

Framework and Legislation

This policy is supported by the key principles of the Children's 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, '*must be informed by the views of the child*' and within that '*It is important to understand the resilience of the individual child when planning appropriate services.*' (Working Together, 2015:23) This is clearly echoed by Keeping Children Safe in Education, 2018 through ensuring procedures are in place in schools and settings to hear the voice of the child.

Introduction to abuse and harmful behaviour

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

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE, 2019). It is important to consider the forms abuse may take and the subsequent actions required.

Types of abuse

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

Bullying (inclusive of all types)

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

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

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

(Preventing and tackling bullying, July 2017)

Cyber bullying

Cyberbullying is the use of mobile telephones, instant messaging, e-mail, chat rooms or social networking sites such as Tik Tok, Facebook, Whats App, Snap Chat, Twitter and Instagram to harass threaten or intimidate someone for the same reasons as stated above.

It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 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 indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

Youth Produced Sexual Imaging also known as Sexting

- 'Youth produced' includes young people sharing images that they, or another young person, have created of themselves.
- 'Sexual' is clearer than 'indecent'. A judgement of whether something is 'decent' is both a value judgement and dependent on context.
- 'Imagery' covers both still photographs and moving videos (and this is what is meant by reference to imagery throughout the document).

The types of incidents which this advice covers are:

- A person under the age of 18 years creates and shares sexual imagery of themselves with a peer under the age of 18 years.
- A person under the age of 18 years shares sexual imagery created by another person under the age of 18 years with a peer under the age of 18 years or an adult.
- A person under the age of 18 years is in possession of sexual imagery created by another person under the age of 18 years.

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

However, once the image is taken and sent, the sender has lost control of the image and these images could

end up anywhere. By having in their possession or distributing, indecent images of a person under 18 years 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.

The UKCCIS Education Group has produced advice for schools and colleges on responding to incidents of 'sexting.' The advice aims to support them in tackling the range of issues which these incidents present including responding to disclosures, handling devices and imagery, risk assessing situations and involving other agencies. The advice also contains information about preventative education, working with parents and reporting imagery to providers. This advice is **non-statutory** and should be read alongside the Department for Education's Keeping Children Safe in Education statutory guidance and non-statutory Searching, Screening and Confiscation advice for schools.

Defining 'sexting'

Whilst professionals refer to the issue as 'sexting' there is no clear definition of 'sexting'. Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobile telephones or over the internet'. Yet when young people are asked 'What does sexting mean to you?' they are more likely to interpret sexting as 'writing and sharing explicit messages with people they know'. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.

This advice only covers the sharing of sexual imagery by young people. Creating and sharing sexual photographs and videos of uner-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks which need careful management.

On this basis this advice introduces the phrase 'youth produced sexual imagery' and uses this instead of 'sexting.' This is to ensure clarity about the issues this advice addresses.

Initiation/Hazing

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

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

Prejudiced Behaviour

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

Expected action taken from all staff

Although the type of abuse may have a varying effect on the victim and initiator 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 the true facts around what has occurred as soon after the child (ren) may have 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; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.

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

Gather the Facts

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?)

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 inform a member of the schools safeguarding team who may make a safeguarding referral to social care immediately (where a crime has been committed the police should be involved also). 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 also. 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 Designated Safeguarding Lead may challenge that decision, with that individual or their line manager. If on discussion however, you agree with the decision, you may then be left to inform parents.

Informing parents

If, once appropriate advice has been sought from police/social care the school have agreement to inform parents or have been allocated that role from the other services involved then the school will 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. 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 (This would be done usually by the Safeguarding or Pastoral Team). 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 Designated Safeguarding Lead, Deputy or Children's Services Social Care.

Repetition

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

Next Steps

Once the outcome of the incident(s) has been established 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

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, RSE 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

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 strengthening families/early help referral and the young person may require additional support from family members.

Once the support required to meet the individual needs of the young person has been met, it is important that 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 should 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.

Preventative Strategies for Schools and Settings

For all schools and settings, it is important to develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than manage the issues in a reactive way.

Firstly, and most importantly for schools and settings is recognition that peer on peer abuse can and will occur on any site even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting young people to talk about any issues and through sharing information with all staff.

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

To enable such an open and honest environment it is necessary to ensure the whole workforce feels confident and enabled to talk about issues and challenge perceptions of young people including use of inappropriate language and behaviour towards one another. In order to create such an environment, it is necessary for whole staff training and CPD around abusive behaviours and talking to young people in a way that continues to create an open and honest environment without prejudice. It is incredibly important that staff do not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. It is necessary that staff 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.

It is important that signposting is available to young people in the event that they don't feel confident raising an issue to staff or a peer. It is useful to 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 could be brought in to talk to young people about specific issues in support of the prevention of peer on peer abuse.

Finally, it is useful to ensure young people are part of changing their circumstances and that of the procedures within schools. Having a school council and pupil voice and encouraging young people to support changes and develop 'rules of acceptable behaviour' will go far in helping to create a positive ethos in school and one where all young people understand the boundaries of behaviour before it becomes abusive.

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

References

DFE: Preventing and Tackling Bullying: Advice for Headteachers, staff and governing bodies.
July 2017

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

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

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

This is abuse campaign

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/410010/2015-03-08_This_is_Abuse_campaign_summary_report_2.pdf

Stop bullying.gov

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

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

EACH resources for LGBT

CEOP

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

Appendix 2:

Designated Safeguarding Lead (See Annex B, KCSIE 2020, page 97-101)

- To have a sound knowledge of, and to respond in accordance with, Tees Local Safeguarding Children Board procedures.
- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Act as a source of support advice, expertise, co-ordination within the educational establishments when receiving welfare concerns/suspicion of child abuse and deciding whether to make a referral by liaising with relevant agencies.
- Ensure that all staff report any welfare concerns/suspicion of child abuse to the Designated Safeguarding Lead or cover nominated deputy in their absence (liaison with Headteacher is essential if this person does not hold this key responsibility).
- Encourage a culture of listening to children and taking account of their wishes and feelings in order to protect them.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Make referrals of all cases of suspected child abuse to the Hartlepool and Stockton Children's Hub (Tel 01429 284284)
- Make referrals to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child)
- Make referrals to the police (cases where a crime may have been committed)
- Liaise with other agencies and co-ordinate the **most appropriate school representative** to attend/contribute at child protection meetings.
- Monitor the transfer of pupils, alerting the Local Authority Attendance Team of any concerns immediately. Maintain contact with other relevant schools where there is more than one child in the family.
- When children leave the establishment ensure child protection files are transferred to the new establishment as soon as possible separately from main school files. A receipt must be returned to the forwarding school and kept until the child's 25th birthday.
- Be able to keep detailed accurate written records of referrals/concerns.
- Receive appropriate training every 2 years to:
 - Understand the assessment process for providing early help and intervention.
 - Have working knowledge of CP conferences and reviews are able to attend and effectively contribute.
 - Ensure the whole workforce understands the Child Protection Policy in practice and their new role within this.
 - Attendance at safeguarding lead termly briefings/or alternative CPD.
- Ensure all staff has induction training covering safeguarding/child protection and are able to recognise and report any concerns immediately as they arise.
- Ensure each member of staff has access to and understands the School's suite of safeguarding policies particularly the Child Protection Policy and the Staff Behaviour Policy, especially new or part-time staff who may work with different establishments.
- Be aware of all school excursions and residential and clarify with the Educational Visit Co-ordinator/group leader(s) their role and responsibility in connection with safeguarding/child protection.
- Ensure a whole school policy about managing behaviour and discipline including the use of reasonable force, is in place.
- Ensure an effective whole school policy against bullying/cyber-bullying inclusive of measures to prevent all forms of bullying among pupils, is in place.
- Ensure the Child Protection Policy is updated and revised annually and work with Governing Bodies/proprietors regarding this.
- Ensure the whole workforce read Part 1 of Keeping Children Safe in Education and are clear of their role in your school.
- Ensure the Child Protection Policy is publicised on your school website. The policy alerts them to the fact that referrals about suspected abuse or neglect may be made and the schools/colleges role in this.

Appendix 3 Essential Contacts

Name and role:

Address, telephone and email address

Helen Owen Headteacher Designated Safeguarding Lead	Layfield Primary Everingham Road TS15 9TF 01642 786153 howen@layfield.org.uk
Louise Spellman CEO of the 1590 Trust	Green Lane, Yarm, TS15 9ET 01642 783253 conyers@conyers.org.uk
Emma Laidler Chair of Local Governing Body Grace Mitchell Nominated Governor	elaidler@layfield.org.uk gmitchell@layfield.org.uk
Joanne Smith Deputy Designated Safeguarding Lead	Layfield Primary Everingham Road TS15 9TF 01642 786153 howen@layfield.org.uk
Clare Bollands Deputy Designated Lead	Layfield Primary Everingham Road TS15 9TF 01642 786153 howen@layfield.org.uk
Designated Officer	The Hartlepool and Stockton Children's Hub 01642 130080 childrenshub@hartlepool.gov.uk
The Hartlepool and Stockton Children's Hub	01642 130080
Stockton-on-Tees Local Safeguarding Children Board (SLSCB)	The Hartlepool and Stockton Children's Hub 01642 130080 childrenshub@hartlepool.gov.uk
Local Authority Legal Services	01642 526507
Local Authority Human Resources	01642 526952
First Contact Children's Social Care	01642 527764 firstcontactchildren@stockton.gov.uk
Out of Hours Duty Team	08702 402994
Senior Nurse Child Protection Health Authority	01642 704300
CAMHS	01642 878155
Police Child Protection Unit	01642 326326
Criminal Records Bureau	08709 090811 www.crb.gov.uk
NSPCC Helpline	080 8800 500 www.nspcc.org.uk / help@nspcc.org.uk

How it will be monitored: Reporting incidents	By Whom: Pastoral Managers Key Stage Leaders Executive Team
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Review Date: Annually, May	Review Assigned to: Designated Safeguarding Lead: Helen Owen Local Governing Body
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