HEDDON-ON-THE-WALL ST. ANDREW'S CE PRIMARY SCHOOL

CHILD PROTECTION / SAFEGUARDING POLICY

'The King will reply, 'Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me."
Matthew 25:40

'He that has an ear to hear let him hear'
Luke 8:8

Purpose and Aim

Heddon-on-the-Wall St. Andrew's CE 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.

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 within Heddon-on-the-Wall St. Andrew's CE Primary School to keeping children safe by 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

Heddon-on-the-Wall St. Andrew's CE Primary School fully recognises the contribution it can make to keeping children safe and supporting the pupils in its care. There are four main elements to Heddon-on-the-Wall St. Andrew's CE Primary School's Child Protection Policy:
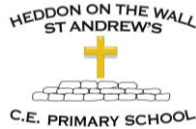
1. **Prevention** (positive school atmosphere, careful and vigilant teaching, pastoral care, support to pupils, providing good adult role models and the identification of early and additional support/services to children and families and recognising and reducing risks to children including harassment, bullying, victimisation, exploitation, radicalisation and issues such as Honour Based Violence Female Genital Mutilation and Forced Marriage.)

2. **Protection** (following agreed procedures, ensuring all staff respond appropriately and sensitively to child protection concerns and that every member of staff has regular training and updates at least annually and are supported to refer their concerns to the Designated Safeguarding Lead: Mr. A. Wheatley or Deputy Designated Safeguarding Lead: Miss. F. O'Reilly or The Single Point of Access Team (01670 536000) directly **IF NECESSARY**. In certain specific cases such as Female Genital Mutilation (Mandatory reporting of FGM from October 2015), Radicalisation or Forced Marriage there are SPOCS/named teams and individuals within the police who can be contacted).

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

4. **Support** (to pupils and school staff and to children who may be vulnerable due to their individual circumstances).

All Staff have a responsibility to recognise child abuse, neglect and peer on peer abuse in its many forms. Additional guidance on how our school supports the following areas of need, additional need or harm are either hyperlinked to the areas identified below from Keeping Children Safe in Education, 2016 or there is a named school policy. These must be read in conjunction with our Child Protection Policy.

The areas include:

- Bullying including cyberbullying
- Children Missing Education Keeping Children Safe 2016 (Annex A)
- Children Missing Home or Care
- Child Sexual Exploitation – (CSE) & Keeping Children Safe 2016 (Annex A)
- Domestic Violence
- Drugs
- Fabricated or Induced Illness
- Faith Abuse
- Female Genital Mutilation (FGM) Keeping Children Safe 2016 (Annex A)
- Forced Marriage – Keeping Children Safe 2016 (Annex A)
- Gangs and Youth Violence
- Gender Based Violence/Violence Against Women and Girls (VAWG)
- Hate
- Mental Health
- Missing Children and Adult Strategy
- Private Fostering
- Preventing Radicalisation Keeping Children Safe 2016 (Annex A)

- [Relationship Abuse](#)
- [Sexting - new guidance from DfE](#)
- [Trafficking](#)
- Peer on Peer Abuse (See Appendix 1)

THESE HYPERLINKS SHOULD BE ACCESSED IN SPECIFIC CASES OF VULNERABILITY IN EACH OF THESE AREAS.

In the event of any of these 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 Heddon-on-the-Wall St. Andrew's CE Primary School's whole workforce.
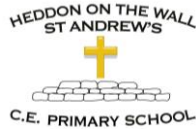
Framework and Legislation

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 Northumberland Local Safeguarding Children Board, which includes the partnership of several agencies who work with children and families across the County.

Heddon-on-the-Wall St. Andrew's CE Primary School is committed to keeping children safe and safeguarding all children in accordance with Northumberland Safeguarding Children Board procedures www.northumberland.gov.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 Single Point of Access Team undertakes this responsibility on behalf of the Local Authority once a referral has been made.
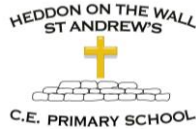
Keeping Children Safe in Education September 2016 contains information on what schools and colleges **should** do and sets out the legal duties with which schools and colleges **must** comply. It should be read alongside Working Together to Safeguard Children 2015 which applies to all schools, including maintained nursery schools. The Children Act 1989 sets out the Legal Framework.

Roles and Responsibilities for all Staff

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting **ALL** children from maltreatment and abuse; (including in addition to the four categories of harm, issues such as child sexual exploitation (CSE), Honour based violence (HBV) inclusive of Female Genital Mutilation (FGM) and Forced Marriage, preventing radicalisation and extremism, harassment, bullying and victimisation) preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. This includes everyone under the age of 18.
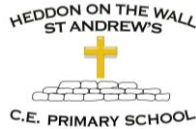
Everyone who comes into contact with children and their families has a role to play in safeguarding children. Due to the regular contact with children all staff at Heddon-on-the-Wall St. Andrew's CE Primary School have, we hold a particularly important role in safeguarding as we are in a position to identify concerns early, provide help for children and to prevent concerns from escalating. Children can make disclosures or show signs of abuse at any time and to any individual and safeguarding incidents can occur within schools. Therefore, it is important that **ALL** staff:

- Ensure that they listen to and reflect on the voice of the child at **ALL** times and take seriously any concerns raised to them by a child.

- Ensure that they report **ANY** concerns of harm to any child to the Designated Safeguarding Lead immediately. (However, **ALL** staff can refer their concerns directly to The Single Point of Access Team 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 immediately share with the Designated Safeguarding Lead information shared with them by a child or directly observed/witnessed and record it. 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 Heddon-on-the-Wall St. Andrew's CE Primary school's Recording and Information Sharing Policy/Procedure.

- Ensure that they maintain an attitude **of 'it could happen here'** and report any concerns regarding the behaviour of a child / an adult / staff member in school directly to the Designated Safeguarding Lead/Headteacher.

- Ensure that they feel able to raise concerns about poor or unsafe practices of staff and potential failures in the school's safeguarding regime through whistleblowing procedures and the staff behaviour / Code of Conduct policy.

- Ensure that they attend regular formal training / updates at least annually to support them in recognising the signs and symptoms of abuse, particularly in support of early identification of needs of children to prevent an escalation of need or risk to the child.

- Ensure from the 1st July 2015 for schools, (or 18th September 2015 for Colleges) that under the Counter Terrorism and Security Act, April 2015 that the school has 'due regard to Prevent' and to assess risk of children and young people being radicalised drawn into extremism (based upon potential risks in local area and that clear protocols are in place for all visitors so that their 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 teachers 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 pupils. This includes the management of 3G and 4G internet access via children's own mobile phones or electronic devices which can allow them unlimited access to the internet without any restrictions using their own data allowance. It should be clear in every school's online safety policy, the expectations of pupils regarding their own devices whilst on school site and the consequences of any evidence of inappropriate use of the internet.

- 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 the use of mobile phones and electronic devices.

Heddon-on-the-Wall St. Andrew's CE Primary 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

Heddon-on-the-Wall St. Andrew's CE Primary School has appointed from our SLT Mr. A. Wheatley (Headteacher) to be our Designated Safeguarding Lead. 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.

Role of the Designated Safeguarding Lead

At Heddon-on-the-Wall St. Andrew's CE Primary School we have appointed the following Deputy Designated Leads Mrs. J. Southern and Miss. F. O'Reilly who are part of the safeguarding team. These individuals are trained to the same standard as the Designated Safeguarding Lead. Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies 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 Single Point of Access Team (01670 536 000).

The broad areas of responsibility for the Designated Safeguarding Leads are identified here:

Manage Referrals

- Refer cases of suspected abuse to The Single Point of Access Team.

- Refer cases to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or

- Refer to the Police (cases where a crime may have been committed including Sexual Exploitation (Missing and Exploited lead), Radicalisation (through the Single Point of Contact for the Channel Panel) or Female Genital Mutilation and Forced Marriage).

- Support staff who make referrals to The Single Point of Access Team, Channel Panel or Police as appropriate.

Work with others

- Liaise with the Headteacher or Principal to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

- As required liaise with the case manager (Headteacher, Principal, or where the Headteacher or Principal is the subject of the allegations the Chair of Governors, Chair of Management committee or Proprietor of an independent School) and the Designated Officer at the Local Authority for child protection concerns (all cases which concern a staff member)

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

Undertake Training

The Designated Safeguarding Lead and any deputies should receive appropriate training updated every two years. They should undertake Prevent awareness raising and in addition to the formal training their knowledge and skills should be refreshed at regular intervals, but at least annually, so they:

- Understand and keep up with any developments to their role

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.

- 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 or colleges Child Protection Policy and procedures, especially new and part time staff.

- Be alert to the specific needs of children in need, those with special educational needs and young carers.

- Be able to keep detailed, accurate and secure, written or electronic records of concerns and referrals.
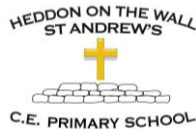
- Understand and support the school or college with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation.

- Obtain access to resources and attend any relevant or refresher training courses.

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The Designated Safeguarding Lead should ensure the school or college's policies are known understood and used appropriately:
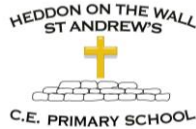
- Ensure the school or colleges Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors and the workforce in this regard to ensure its effectiveness. This includes ensuring that all staff receive the policy on their induction.

- 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 or college in this.

- Link with the Northumberland Safeguarding Children Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child Protection File

- Where children leave the school or college ensure their child protection file is transferred appropriately for any new school or college as soon as possible but transferred separately from the main pupil file. Ensuring secure transit and confirmation of receipt. This may be through an electronic system.

Availability

- During term time the Designated Safeguarding Lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.

- Whilst generally speaking the Designated Safeguarding Lead (or deputy) would be expected to be available in person, it is a matter for individual schools and

colleges, working with the Designated Safeguarding Lead, to consider whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.

- The designated safeguarding lead and school should arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Taken from Keeping Children Safe in Education, 2016: Annex B

In addition, PG: Safeguarding First recommend as best practice that the Designated Safeguarding Lead's:

- 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 residentials and clarify with 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.

- Inform LA of any pupil to be deleted from 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 schools permission for a continuous period of 10 days or more.

Responsibilities of Heddon-on-the-Wall St. Andrew's CE Primary School's Governing Body

Best practice would advise that a Safeguarding Governor at a senior level is appointed to support the Designated Safeguarding Lead in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity, challenge the safeguarding activity and ensure both the self-assessment tool and the Designated Safeguarding Lead report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development.
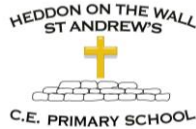
At Heddon-on-the-Wall St. Andrew's CE Primary School's the senior lead Governor for safeguarding is Mr. G. Stewart (Vice Chair of Governors)

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 actions to progress areas of weakness or development.
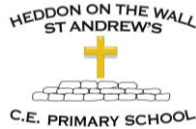
- Ensure that the Governing Body receives training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements.

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

- Ensure that 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, the Principal of a college or proprietor or member of governing body of an independent 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 the appointed member of the Governing Body for Safeguarding holds the Headteacher to account on all matters involving safeguarding through an effective Child Protection Policy that is embedded and followed by the entire workforce in all of the above raised areas.

- Ensure that all staff undergo safeguarding training at induction and that they receive regular updates.

- Ensure that the school has appropriate filtering and monitoring systems in place for online content (inclusive of 3G and 4G).

- Ensure that children are taught about safeguarding through Personal, Social, Health and Economic Education (PSHE) and / or Sex and Relationships Education.

- Ensure that a designated teacher is appointed to promote the educational achievement of looked after children, including working with the Local Authority's virtual school Headteacher and discuss how Pupil Premium funding for looked after children will be used.

Information for Parents

At Heddon-on-the-Wall St. Andrew's CE Primary School, 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 Northumberland Safeguarding Children Board procedures and inform The Single Point of Access Team 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 or 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 2015 defines the categories of harm as:

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

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

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

Sexual Abuse
Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
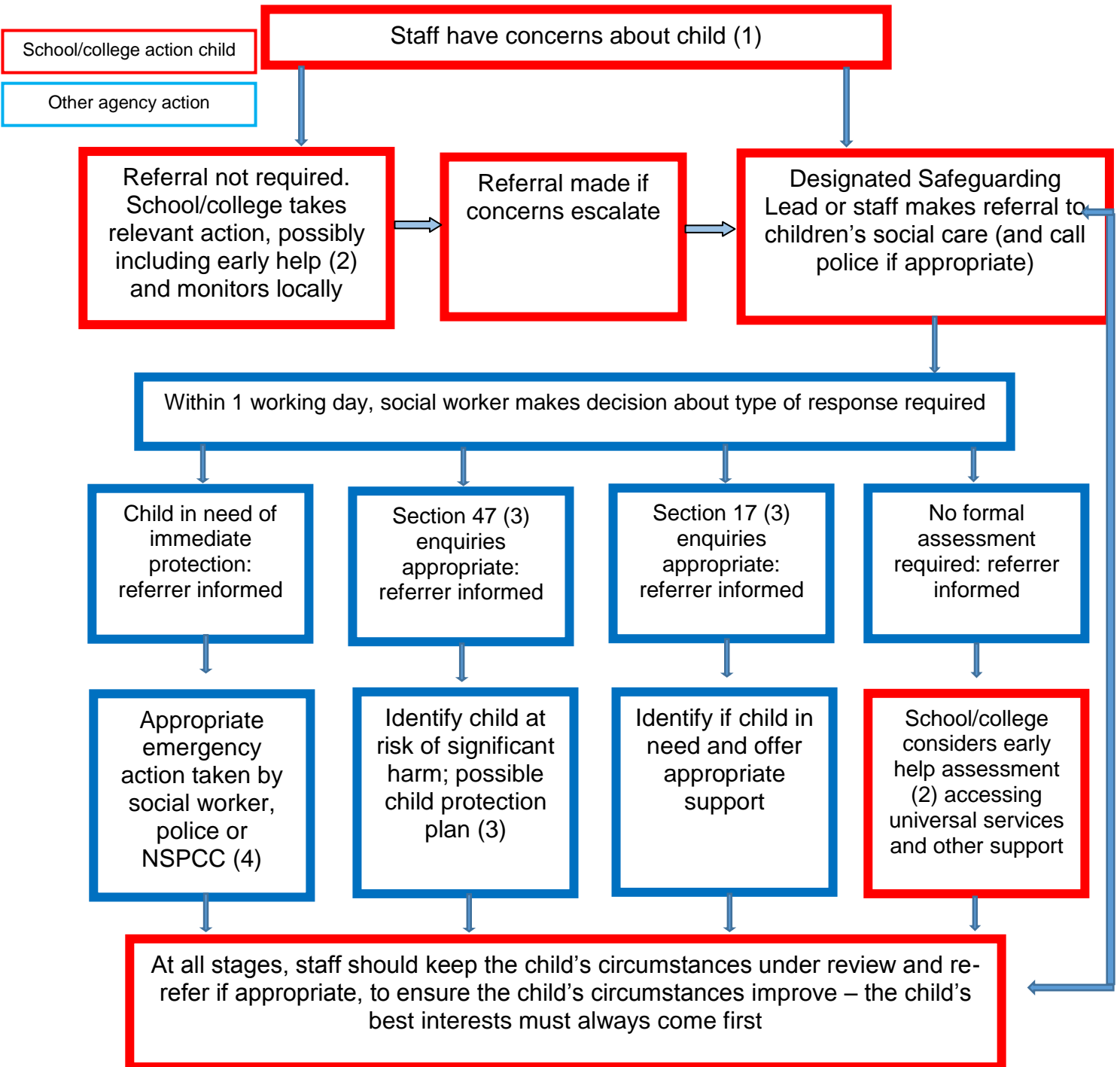
Emotional Abuse
The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child though it may occur alone.
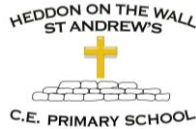
The Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to the Single Point of Access Team, if necessary. These records may be either handwritten or electronic but will be stored via a secure system. The Headteacher will be kept informed at all times.

Actions where there are concerns about a child

| School/college action child |
| Other agency action |

Staff have concerns about child (1)

Referral not required. School/college takes relevant action, possibly including early help (2) and monitors locally

Referral made if concerns escalate

Designated Safeguarding Lead or staff makes referral to children's social care (and call police if appropriate)

Within 1 working day, social worker makes decision about type of response required

Child in need of immediate protection: referrer informed

Section 47 (3) enquiries appropriate: referrer informed

Section 17 (3) enquiries appropriate: referrer informed

No formal assessment required: referrer informed

Appropriate emergency action taken by social worker, police or NSPCC (4)

Identify child at risk of significant harm; possible child protection plan (3)

Identify if child in need and offer appropriate support

School/college considers early help assessment (2) accessing universal services and other support

At all stages, staff should keep the child's circumstances under review and re-refer if appropriate, to ensure the child's circumstances improve – the child's best interests must always come first

1. In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, and early help inter-agency assessment should be arranged. Chapter One of Working Together to Safeguard Children provides 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 Safeguarding Children

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:

Whistle Blowing / Confidential Reporting

Heddon-on-the-Wall St. Andrew's CE Primary School's Whistle Blowing / Confidential Reporting Policy provides guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult's behaviour.

Complaints / Allegation Management Towards or with a Child or Adult

A Safeguarding complaint involving a member of staff must be reported to the Headteacher immediately. Where there are concerns about the Headteacher or Principal, this should be referred to the Chair of Governors. 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(s) at the local authority. Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them. (KCSIE, 2016: pg9)
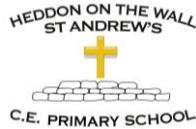
Consultation without delay with the Designated Officer, Mr. Adam Hall **Tel: 01670 623979,** will determine what action follows. A multi-agency strategy meeting may be arranged to look at the complaint in its widest context, the Headteacher/senior member of school staff must attend this meeting, which will be arranged by the Designated Officer. All issues must be recorded on the allegation management form and the outcome reached must be noted to ensure closure.

www.northumberland.gov.uk

Training and Support

All staff members should be aware of the systems within their school or college which support safeguarding and these should be explained to them as part of their induction into the school to ensure they can discharge their responsibilities effectively. This includes: The Child Protection Policy; Staff Behaviour Policy (sometimes called a code of conduct); Safer Working Practice Document and the Names of the Designated Safeguarding Lead and their deputies.

All staff members should also receive appropriate safeguarding and child protection training which is regularly updated. The Governing Body will decide the frequency and content of this CPD. At Heddon-on-the-Wall St. Andrew's CE Primary School our whole school training is held annually. In addition, all staff members receive regular safeguarding and child protection updates via staff meetings 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.

Professional Confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of safeguarding. Heddon-on-the-Wall St. Andrew's CE Primary School recognises that the only purpose of confidentiality in this respect is to benefit the child. (Northumberland Safeguarding Board Procedures www.northumberland.gov.uk)

Record Keeping

Well-kept records are essential to good safeguarding practice. Heddon-on-the-Wall St. Andrew's CE Primary School is clear about the need to record any concerns, discussions held, decisions made and reasons for those decisions about a child or children within its care. All staff will follow the school's Information Sharing and Recording Polices to ensure recording keeping is compliant.

Safeguarding Recording within Heddon-on-the-Wall St. Andrew's CE Primary School is through a paper based system. Following a child leaving our school we follow the appropriate transfer procedures and retention guidelines.

Attendance at Safeguarding Conferences

In the event of Heddon-on-the-Wall St. Andrew's CE Primary School being invited to attend child protection conferences, the Designated Safeguarding Lead or deputies, will represent the school and / or identify the most appropriate trained member of staff to provide information relevant to child protection conference (initial/review). In the event that those staff members cannot attend, the following trained members of staff may attend: Mrs. L. Cubbage.

Supporting Children

Heddon-on-the-Wall St. Andrew's CE Primary School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Heddon-on-the-Wall St. Andrew's CE Primary 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.
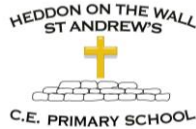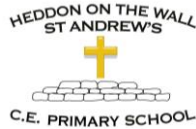
As an Operation Encompass partner we work closely with the Operation Encompass Lead with regards to domestic violence incidents and offer wellbeing checks to our pupils if we are contacted following an incident which has occurred in one of our pupils homes.

Heddon-on-the-Wall St. Andrew's CE Primary 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 policy for detailed information.

Therefore Heddon-on-the-Wall St. Andrew's CE Primary 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 and recognised as being uniquely made in the image of God.

- 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 respect and prepares children and young people fully for life in modern Britain.

- A coherent management of Behaviour and Discipline Policy & 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.

Heddon-on-the-Wall St. Andrew's CE Primary 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 must not be dismissed.

Heddon-on-the-Wall St. Andrew's CE Primary 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:

- **A Robust 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 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 check, section 128 check) and supervision of those who don't meet this requirement.

- Clear recruitment procedures which embed keeping children safe across every aspect from vacancy to conditional appointments, induction and an on-going 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: require Governing Bodies of maintained schools to ensure at least one member of a recruitment panel must undertake safer recruitment training to satisfy all requirements in the statutory guidance Keeping Children Safe in Education 2016 and Working Together 2015.

- Schools Human Resources manual or policies and procedures provided by educoHR Limited.

- Staff Behaviour Policy (Code of Conduct) Safer Recruitment Consortium Guidance for Safer Working Practices for those working with Young People in education settings, October 2015. 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.
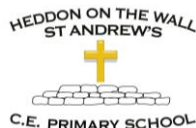
- The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings being taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).

- **Behaviour & Discipline Policy** – inclusive of the Use of Reasonable Force/positive handling.

- **Anti-Bullying Policy/Cyber Bullying**.

- **Online Safety Policy** inclusive of appropriate usage documentation (covering the use of mobile phones, cameras and all other technology within the school or 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 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 schools admission register.

- **Missing Children Policy** – inclusive of runaways, missing, and children missing from education, ensuring appropriate safeguarding responses.

- **Complaints Policy**

- **Allegation Management Policy**

- **Confidentiality and Whistle Blowing Policy.**

- **Information Sharing Policy** (internal and external exchange of information)
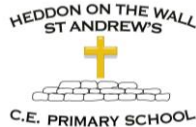
- **Looked After Children Policy** inclusive of named Looked After Teacher whose role is to champion the achievement of looked after children in your school and work closely with the Designated Safeguarding Lead and the Virtual Headteacher within the LA who has responsibility for the LAC.

- **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.

This template was originally developed by members of CAPE (The National Group of Education Leads for Safeguarding and Child Protection across the North West/East), Sunderland City Council Education Safeguarding Team remodelled and adapted it to suit local/regional need. In 2014, 2015, 2016 and 2017 this template was again revised in partnership with Pam Gartland: Safeguarding First Ltd to provide a guidance tool for schools in light of the new statutory DfE guidance Keeping Children Safe in Education.

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

Education Act 2002 Section 175
www.legislation.gov.uk/ukpga/2002/32/section/175

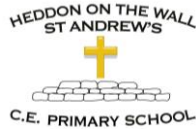Education (Independent School Standards) Regulations 2014
http://www.legislation.gov.uk/uksi/2014/3283/schedule/made

Non-Maintained Special Schools (England) Regulations 2015
http://www.legislation.gov.uk/uksi/2015/728/made

Keeping Children Safe in Education 2016
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf

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

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

Children Act 1989/2004
http://www.legislation.gov.uk/ukpga/2004/31/contents

Working together to safeguard children HM GOV (2015)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

Northumberland Safeguarding Children Board Procedures
http://www.northumberland.gov.uk/Children/Safeguarding.aspx

What to do if you are worried a child is being abused 2015
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Data Protection Act 1998
http://www.legislation.gov.uk/ukpga/1998/29/contents

Sexual Offences Act 2003
http://www.legislation.gov.uk/ukpga/2003/42/contents

Safeguarding Vulnerable Groups Act 2006
http://www.legislation.gov.uk/ukpga/2006/47/contents

Freedom of Information Act 2000
http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga_20000036_en.pdf

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/Setting'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 Governors

Whole-School Policy: Child Protection

Children and Young People

School...

Academic Year	Designated Safeguarding Lead	Deputy /deputies	Senior Board lead Safeguarding Governor
2017/2018	Mr. A. Wheatley	Miss. F. O'Reilly Mrs. J. Southern	Mr. G. Stewart

Review Date	Changes made	Ratification Date by Governing Body
21.10.2017	Personalised to the School (v2.0)	
28.10.2017	Peer on Peer Abuse Policy added as an appendix following Governor feedback (v2.1)	05/11/2015

Heddon-on-the-Wall St. Andrew's CE Primary School
October 2017

PEER ON PEER ABUSE POLICY AND PROCEDURE

Introduction

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

While it is recommended that Peer on Peer abuse is part of the Child Protection Policy, due to the sensitive nature and specific issues involved with peer on peer abuse we have completed this separate policy guidance template.

At Heddon-on-the-Wall St. Andrew's CE Primary 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.
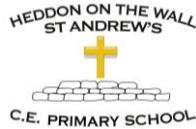
Purpose and Aim

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 Heddon-on-the-Wall St. Andrew's CE Primary School we have the following policies in place that should be read in conjunction with this policy:

- Anti-Bullying Policy;
- Child Protection Policy;
- E-Safety Policy;
- Promoting Positive Behaviour 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, 2015, highlighting that every assessment of a

Heddon-on-the-Wall St. Andrew's CE Primary School
October 2017

child, '*must be informed by the views of the child'* and within that '*It is important to understand the resilience of the individual child when planning appropriate services*. (Working Together, 2015:23) This is clearly echoed by Keeping Children Safe in Education, 2016 through ensuring procedures are in place in schools and settings to hear the voice of the child.

Introduction to abuse and harmful behaviour

Abusive behaviour 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, 2016). It is important to consider the forms abuse may take and the subsequent actions required.

Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions 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 accidently 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.
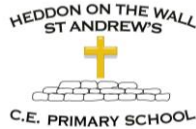
Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour.
(Preventing and tackling bullying, July 2017)

Cyberbullying

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

It is important to state that cyberbullying 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.

Sexting

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

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

Initiation / Hazing

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

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

Prejudiced Behaviour

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

Teenage relationship abuse

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

heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

Expected action 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.
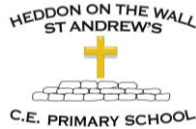
Gather the Facts

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 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 you 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 you have agreement to inform parents or have been allocated that role from the other services involved then you need to inform the parents as soon as possible. If services are not going to be involved then equally, this information may need to be shared with parents. If a young person is deemed to be 'Gillick Competent' following the 'Fraser' guidelines and does not wish you to share the information with parents, then the school must consider this especially for example if the young person is pregnant and this is why they are being bullied (unless this has occurred through significant harm in which case a criminal / Social Care case is likely or the young person is under the age of 13).

In all circumstances where the risk of harm to the child is evident then the school should encourage the young person to share the information with their parent or even with them (they may be scared to tell parents that they are being harmed in any way). Where school can evidence they are acting in the best interests of the young person they would not be criticised, however, this would be the case if they actively breached the rights and choices of the young person.

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

Points to consider:

What is the age of the children involved?

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

Where did the incident or incidents take place?

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

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

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

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

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

In dealing with an incident of this nature the answers are not always clear cut. If you are concerned or unsure as to whether or not there is any risk involved, please seek advice from Children's Services Social Care.
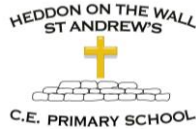
Repetition

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 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 a Common Assessment Framework / 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/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
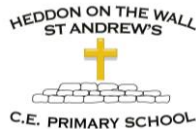
could be brought in to talk to young people about specific issues in support of the prevention of peer on peer abuse.

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

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Heddon-on-the-Wall St. Andrew's CE Primary School
October 2017