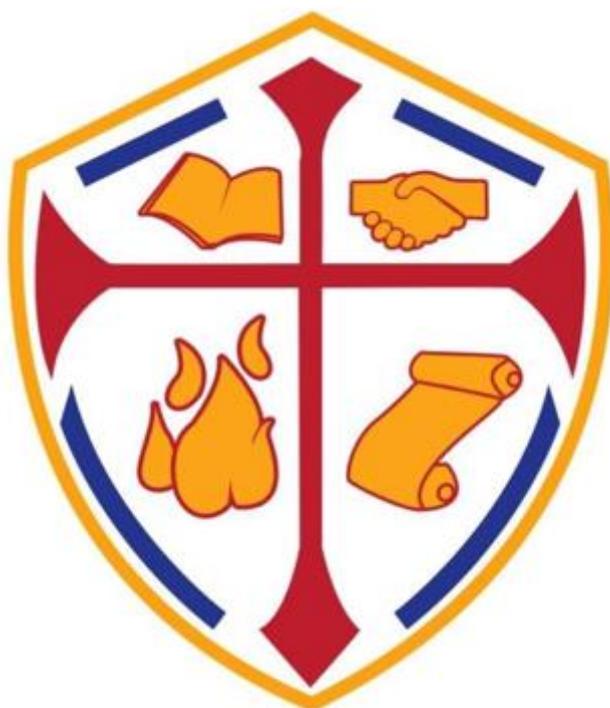




Safeguarding policy

All Saints Catholic School



“We are all one in Christ, our mission and our responsibility is to recognize all individuals in our community as part of the body of Christ and to value them accordingly in our treatment of them, thriving and progressing in a spirit of togetherness”
(1 Cor. 12:29)

**Approved by Chair
of Governor:**

Date:

Last reviewed on: June 2021

**Next review due
by:** June 2022



Safeguarding Policy

“We are all one in Christ, our mission and our responsibility is to recognize all individuals in our community as part of the body of Christ and to value them accordingly in our treatment of them, thriving and progressing in a spirit of togetherness”
(1 Cor. 12:29)

Rationale

Child abuse manifests itself in a variety of ways, in the form of physical, emotional, or sexual abuse as well as severe neglect. Abuse of all kinds occurs across the social spectrum, in families at all levels of socio-economic status and in families with high overt degrees of conformity to codes of sexual respectability.

All Saints Catholic School is committed to Safeguarding and Promoting the Welfare of all of its pupils. Safeguarding is an element of our work at All Saints School which underpins all of our undertakings and is therefore a key element of many policies as outlined in the diagram below



“Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. No single professional can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children’s mental and physical 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

(Keeping Children Safe in Education 2021)

Each pupil’s welfare is of paramount importance. We will always take a considered and sensitive approach in order that we can support all of our pupils.

Key documents used to inform this policy are:

Counter Terrorism and Security Act (2015)

Prevent Duty (2015)

What to do if You are Worried That a Child is Being Abused (2015)

Disqualification Under the Childcare Act 2006 (2015)

Sexual violence and sexual harassment between children in schools and colleges (2018)



Conflict Resolution and Escalation Protocol (2018)

Working Together to Safeguard Children (2018)

Multi-Agency Children Services Threshold Guidance: Continuum of Help & Support (2019)

Keeping Children Safe in Education (2021)

Purpose

The main purpose of this policy is to demonstrate how All Saints Catholic School is committed to providing a safe and supportive environment for all members of the school community, students and staff alike. The aims of this policy are:

1. To support the child's/young persons' development in ways which boost security, confidence and independence whilst preparing for the responsibilities of adult life including home and family.
2. To raise the awareness of both teaching and non-teaching staff to the need to safeguard children/young people and of their responsibilities in identifying and reporting possible cases of abuse and of children in need.
3. To provide a systematic means of monitoring children known or thought to be at risk of harm.
4. To emphasise the need for good levels of communication between all members of staff.
5. To develop a structured procedure within school which is understood and adhered to by all members of the school community in cases of suspected abuse.
6. To develop and promote effective working relationships, especially with Social Services and the Police and any external agency which works with and supports young people.
7. To ensure that all adults within our school who have access to young people have been checked as to their suitability to work with children/young people.

Guidelines

1.Safeguarding and Child Protection Responsibility of All Staff

All staff should be aware of the difference between safeguarding and child protection:

'Safeguarding is what we do for all our children and Child Protection refers to the procedures we use for children at risk of harm.'

- All staff must have read and understood Section 1 and Section 5 (Peer on Peer abuse) of Keeping Children Safe in Education 2021 to provide a safe environment for pupils to learn.
- All staff must attend induction training and familiarise themselves with the procedures and protocols of All Saints School which support safeguarding. The Induction pack should contain:
 - the Safeguarding/Child Protection policy;
 - the staff behaviour policy (sometimes called a code of conduct); and
 - the role of the designated safeguarding lead
- All staff must be aware of the signs and symptoms of abuse and neglect (See Appendix 2)
- All staff must be aware of the need to share information with key staff including, the Year Leader, Student Support Staff, SENCo and the Designated Safeguarding Lead (DSL), to enable



pupils to receive early interventions including support in lessons, allocation of a learning mentor, counselling, and engagement with the CAF process.

- All staff must be aware of the process for making referrals if they suspect or have evidence that a pupil may be at risk of harm (See Appendix 3) Any member of staff who discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police and must inform the DSL immediately. Although any member of staff can make such a referral it is considered best practice at All Saints for the DSL to make all referrals to social care or the police.
- All staff must have read and understood the policy on E-safety and remote learning policy and have signed the ICT Agreement for Staff.

1. Responsibilities of the Designated Person

All Saints School's **Designated Safeguarding Lead is the Pastoral Deputy Head teacher Richard Poddington**. The designated safeguarding lead (DSL) and deputies are most likely to have the complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns

DSL is responsible for:

- Ensuring school procedures, policy and protocols fulfil the responsibilities outlined in Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2019.
- Developing their ability to recognise how to identify signs of abuse and when it is appropriate to make a referral;
- Developing a working knowledge of how LBBDD Safeguarding Children's Board operates, the conduct of a child protection case conference and be able to attend and contribute to these;
- Referring cases of suspected abuse (including gang related activity or CSE), allegations or those identified being at risk of radicalisation to the relevant investigating agencies;
- Acting as a source of support, advice and expertise within the educational establishment;
- Liaising with the Head teacher to inform him of any issues and ongoing investigations and ensure there is always cover for this role.
- Ensuring there are staff trained to deputise and cover the safeguarding requirements in their absence.
- Ensuring all staff are aware of the procedures for referring a young person for early intervention as well as if there is a concern of significant harm or risk to a pupil.
- Taking the lead on early help cases
- Obtain access to resources and attend relevant training to keep up to date with new legislation and training in relation to safeguarding including biennial refresher training provided by the LCSB. Ensuring all new staff receive safeguarding training as part of their induction programme
- Ensuring that all staff receive refresher training and up to date training on emerging issues in line with statutory guidance on an annual basis.
- Keeping written records of concerns about a child/young person even if there is no need to make and immediate referral.
- Ensuring that all telephone calls relating to referrals are recorded stating date, time and name of the person spoken to as well a record of the issue discussed.
- Following up any MARF referral if no contact has been made by the MASH team within the time allocation specified.
- Ensure assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare ('Contextual safeguarding').
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- Ensuring that the correct course of action is taken in line with Multi-Agency Children Services Threshold Guidance: Continuum of Help & Support (2019); when an incident is reported.



- When making social services referrals quote the relevant LA supporting documentation i.e Multi-Agency Children Services Threshold Guidance: Continuum of Help & Support (2019)
- Challenge the result of any referral that does not meet threshold if there is a justified reason for this action. Elevate referral processes where necessary to seek the correct level of support for the Child.
- Ensuring that any referral that is marked for No Further Action is followed up with the initiation of a CAF where required.
- Ensuring that any pupil with a CAF, CIN or CP Plan is highlighted SIMs and information is shared as deemed necessary with teaching staff.
- Ensuring that any pupil currently with a child protection plan who is absent without explanation for two days is referred to Social Services.
- Ensuring any allegations made against a member of staff are shared with the LA Safeguarding Lead.
- Ensuring that all safeguarding records are passed onto another educational establishment in the event of a child transferring to another school. These files are sent separately from other files and are sent securely to the school's DSL. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Education Social Work Service.
- Always consider data protection in advance of transferring child protection files.
- Liaising with the Access and Attendance Officer where the parents inform school that they wish to 'parentally educate' their child, the ESW Service endeavours to undertake a home visit to discuss this with the parents and the information is then passed to LA service who monitors 'Parentally Educated Children' (PECS).
- Ensuring that a request for safeguarding is obtained from the previous educational establishment for Yr 6 transition pupils and those pupils joining the school at other stages.
- Reporting to the full Governing Body of the School at their termly meeting regarding the number of referrals made, number of children/young people who are subject to a Child Protection Plan and updates on training undertaken.
- Ensuring that the child protection policy is updated and reviewed annually and work with the Governing Body regarding this.

Conflict Resolution and Escalation Protocol (2018)
Working Together to Safeguard Children (2018)
Multi-Agency Children Services Threshold Guidance:
Continuum of Help & Support (2019)
Keeping Children Safe in Education Sept (2021)

2. Staff Training including Induction

- The DSL must provide induction training for all new staff as outlined in section 1 and section 5 of this policy ensuring that all staff have access to and understand the school's safeguarding/child protection policy
- The DSL must provide annual refresher training for all staff and ensure they should have an awareness of safeguarding issues and should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.
- All Staff must attend regular training at least once a year to ensure they are kept up to date with local knowledge relating to safeguarding and emerging issues and develop the skills to enable them to fulfil their duties effectively. In addition, staff must make themselves familiar with the support materials stored in **the Safeguarding/CP folder in the Staff Shared Area** on the school network.
- Staff must complete basic Channel Training to ensure that they are aware of their duties and responsibilities for keeping pupils safe from the threat of radicalisation and extremism. All key



pastoral staff will also receive additional WRAP training from the LBBB Prevent Co-ordinator. Gareth Tuck.

- The DSL should ensure that staff are aware of and receive training relating to peer on peer abuse, Honour based Violence and safeguarding the vulnerability of learners with a disability or SEN
- Training must be relevant and on rolling programme will incorporate information advice and guidance on,
 - bullying including cyberbullying
 - children missing education
 - child missing from home or care
 - child sexual exploitation (CSE)
 - Child Criminal exploitation (CCE)
 - domestic violence
 - drugs
 - fabricated or induced illness
 - faith abuse
 - female genital mutilation (FGM)
 - forced marriage
 - gangs and youth violence
 - gender-based violence/violence against women and girls (VAWG)
 - hate
 - mental health
 - missing children and adults strategy
 - private fostering
 - preventing radicalisation
 - relationship abuse
 - sexting
 - trafficking

Whole school Basic Awareness Training or Basic Awareness online training can be booked online

Email: lscb@lbbd.gov.uk

Tel: 020 8227 3578

Website: www.bardag-lscb.co.uk

or by contacting

Barking and Dagenham Safeguarding Children Board

Room 119,
Town Hall,
Barking,
IG11 7LU

3. Safer Recruitment and Selection

The school pays full regard to current guidance relating to Safer Recruitment and Selection. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. (Keeping Children Safe in Education 2021)

In line with statutory changes at All Saints Catholic School we ensure that:

- The SCR is maintained and updated regularly
- The SCR includes all staff who work at All Saints and all members of the governing body



- For each member of staff, the SCR records whether the following checks have been carried out/certificates obtained, and the date each check was completed/certificate was obtained:
 - Identity check
 - Barred list check
 - Enhanced DBS check
 - Prohibition from teaching check
 - Further checks on people living or working outside the UK
 - Check of professional qualifications
 - Check to establish the person's right to work in the UK
 -
- Our school ensures that any agency providing supply staff have undertaken the necessary vetting checks and the assistant business manager verifies identification of the person presenting for work before commencement of their duties.
- All Supply staff will be given a copy of Safeguarding protocols on arrival and who to refer safeguarding concerns to,.(See Appendix 4)
- Identity checks must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the LA
- The following staff and Governors have undertaken the School Leadership Safer Recruitment training (NSPCC). One of the above will be part of the panel involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

(KCSIE 2021)

C. Cantle, Headteacher

G. Spencer, Governor

A. Fox, Governor

Mr R Gabrasadig , Deputy Headteacher

R. Poddington Deputy Headteacher

S. Bonnar, Associate Deputy Headteacher

Mr S. Eason, Assistant Headteacher

Mrs. M. Hartley, Admin

Mrs. S Edwards, Admin

Mr S Lucraft , Assistant Head teacher

4. Safeguarding Information for Pupils and Support Systems

At All Saints School we recognise that a child/young person who is abused or witnesses domestic violence/abuse may find it difficult to develop and maintain a sense of self-worth. We recognise that a child/young person in these circumstances may feel helpless and humiliated. We recognise that a child/young person may feel self-blame, and that the school environment may provide the only stability in their lives. We acknowledge that the behaviour of a child in need may range from behaviour which is perceived to be normal to that which is aggressive or withdrawn.

At All Saints School we will inform and support all children/young people by:

- Establish and maintain an ethos where children/young people feel secure and are encouraged to talk and are always listened to.



- Ensure that children/young people know there is an adult in the school whom they can approach if they are worried or in difficulty which includes safeguarding team, Year Leaders, Personal Tutors, Learning Mentors, School Counsellors, and the School Chaplain.
- The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe and free from radicalisation and other forms of abuse.
- All pupils know that we have a senior member of staff with responsibility for child protection and know who this is.
- We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.
- PSHEE lessons are a way in which pupils learn how to keep safe and posters around the school and on the school website ensure that pupils are signposted and directed to additional sources of support such as Childline, NSPCC etc.
- Include in the curriculum opportunities for PSHEE, RSE and ICT which equip children/young people with the skills they need to recognise and stay safe from harm and to know to whom they should turn for help.
- Encouraging resilience, self-esteem and self-confidence whilst not condoning aggression or bullying.
- POS across all curricular disciplines encourage debate and discussion around the key concepts of fundamental British values, of democracy, justice, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. We make pupils aware of these issues by encouraging all students to participate in elections annually for School Council Representatives, Assemblies and a comprehensive and diverse PSHEE programme suited to the age of the pupils.
- All pupils receive E-safety training by a member of the ICT team who is CEOP trained as part of the PSHEE programme in their first term at All Saints.
- Providing a caring, safe a positive environment for students to work and learn in.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children/young people.
- Notifying Social Services as soon as there is a significant concern.
- Providing continuing support to a child/young person about whom there have been concerns who leaves the school by ensuring that their Child Protection record is forwarded, under confidential cover, to the child/young person's new school or college up until the age of 18. A copy must be retained and archived within school.

6. Confidentiality at All Saints School

- We recognise that all matters relating to Safeguarding Children are confidential.
- The Designated Safeguarding Lead (DSL) will only disclose any information about a child/young person to other members of staff on a need to know basis.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children/young people. Information sharing is vital to good safeguarding
- All staff must be aware that they cannot promise a child/young person confidentiality.



7. Partnership with Parents

All Saints School shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted.

- We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.
- All Saints School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.
- We encourage parents to discuss any concerns they may have with the Year Leader in the first instance, the Deputy Head teacher or Head teacher if they wish.
- We make parents aware of our policy by placing it on the school website and parents are made aware that they can have a hard copy on request. The Safeguarding and Child Protection Policy is alluded to in the School Prospectus which includes a statement to the effect that:

All Saints Catholic School is committed to ensuring the welfare and safety of all children in school. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's Safeguarding and Child Protection policy is available on request. (Keeping Children Safe in Education 2021)

8. Partnerships with others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the Local Safeguarding Children Board. These agencies include the Local Authority, Social Care, Police, YOT, Subwise, PCT, TLZ, BCCS. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

9. Support, Advice and Guidance for Staff

Staff will be supported by the Designated Safeguarding Lead for All Saints Catholic School, LA and professional associations.

The DSL for Safeguarding/Child Protection will be supported by the Headteacher and the LSCB
Advice is available from LBB Duty & Assessment Team on 0208 227 3951 CP Unit and the Police Child Abuse Investigation Team 0208 345 2908

10. Allegations against staff at All Saints School

- We understand that a child/young person may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher.
- The Headteacher on all such occasions will discuss the content of the allegation with the LA Safeguarding Lead.
- If the allegation made to a member of staff concerns the Headteacher, the designated teacher will immediately inform the Chair of Governors who will consult with the LA Safeguarding Lead.



- The school will follow the LA procedures for managing allegations against staff, a copy of which will be readily available in the school.

(Keeping Children Safe in Education 2021)

11. Related School Policies/ Guidance

- Anti-bullying
- Relationship and Sex Education
- Confidentiality
- Drugs Education and Guidance
- E-Safety
- Intimate Care
- Physical Restraint
- Allegations Against Staff
- Staff Conduct
- Health and Safety
- Access and Attendance
- Whistle Blowing
- Safeguarding Addendum
- Remote learning

12. Pupil Information

Our school will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- Names and contact details of persons with whom the child normally lives
- Names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above)
- Details of any persons authorised to collect the child from school (if different from above)
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- If the child is or has been on the Child Protection Register or subject to a care plan
- Name and contact detail of G.P.
- Any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information in compliance with the data protection arrangements.

13. The Role of the Governing Body and Head teacher

Our Governing Body will ensure that:

- The school has a safeguarding policy and procedures in place that are in accordance with statutory and local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- The school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- A senior member of the school's leadership team is designated to take lead responsibility for safeguarding (and deputy);
- Staff undertake appropriate child protection training;



- They remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- A governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher
- Where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- They review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged

The Head teacher will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

(Keeping Children Safe in Education 2021)

14. Raising Concerns about Staff or Safeguarding

- If a member of staff has concerns about another staff member, then this should be referred to the Head teacher. Where there are concerns about the Head teacher this should be referred to the chair of governors. In the event of allegations of abuse being made against the Head teacher, 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.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime and that such concerns will be taken seriously by the senior leadership team.
- If a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed they are to follow the procedures outlined in the Whistle Blowing Policy.
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

(Keeping Children Safe in Education 2021)

Conclusion

This policy has been developed to ensure the inclusion of all students and staff with due regard to SEN, Most Able, gender, chosen sexual orientation, ethnicity, disability, Looked After Children, and those students who are on the register in relation to Child Protection issues. This policy also ensures that due regard is given to staff in respect of their maternity /paternity entitlement. All Saints School values the worth of every individual and the contribution they make to the school community as a whole.

The Governors and staff of All Saints School fully recognise the contribution it makes to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our young people from harm.



Appendix 1

**All Saints Catholic School
Training Log and Safeguarding Team**

School: **All Saints Catholic School**
Headteacher: **C. Cantle**

Named personnel with designated responsibility for Safeguarding

Academic year	Designated Senior Leader	Deputy Designated Senior Leader	Nominated Governor	Chair of Governors
2021/2022	R. Poddington	A Armstrong	G. Spencer	D. Savage
		S. Bonnar	A. Fox	
		N Pauro		
		R Gabrasadig		

Appendix 2

RECOGNISING CHILD ABUSE AND THEIR SYMPTOMS

Early help

Any child may benefit from early help, but 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 at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care; and
- is a privately fostered child.

Child abuse and neglect can be categorised into four distinct types.

1. Physical Abuse
2. Sexual Abuse
3. Emotional Abuse
4. Physical Neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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, although it may occur alone.

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. The sexual abuse of children by other children is a specific safeguarding issue in education

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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

(KCSIE 2021)

If a pupil is "at risk" this could be due to any of a combination of the four categories of abuse.

Different types of abuse require different approaches. A child suffering from physical abuse may be in immediate and serious danger.

Action should therefore be swift. With other forms of abuse we need to ensure adequate information is gathered and that grounds for suspicion have been adequately investigated and recorded.

Symptoms of Physical Abuse



- Bruises and abrasions
- Slap marks
- Twin bruises on either side of mouth or cheeks
- Bruising to both sides of the ear
- Grip marks on arms and torso
- Black eyes
- Damage to mouth
- Bite marks
- Fractures
- Overuse of sedatives
- Burns/and or scalds
- It can also be when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child

Symptoms of Sexual Abuse

- Detailed sexual knowledge inappropriate to the age of the child
- Behaviour that is excessively affectionate or sexual towards other students or adults
- A fear of medical examinations
- A fear of being alone
- Eating disorders
- Promiscuity
- Urinary tract infections, or sexually transmitted infection
- Bruising consistent with restraint
- Discomfort or pain in the genital/anal area
- Drawing of pornographic or sexually explicit images

Symptoms of Emotional Abuse

- all abuse involves some emotional ill treatment, but this category should be used where it is the main or sole form of abuse
- Not giving the child an opportunity to express their views
- Overprotection
- Limitation of exploration and learning
- Prevention form normal social interaction
- Children may feel frightened or in danger
- Seeing or hearing the ill-treatment of another
- Serious bullying or cyber-bullying

Symptoms of Physical Neglect



This category is best described as actions, which cause the failure of a child to thrive.

- Persistent stomach aches and feeling unwell
- Underweight – a child may be frequently hungry or pre-occupied with food or in the habit of stealing food. There is a particular cause for concern where a persistently underweight child gains weight when away from home e.g. on a school trip. Some children also lose weight or fail to gain weight during school holidays when school lunches are not available.
- Inadequately dressed – a distinction needs to be made between situations where children are inadequately dressed, dirty or lacking in personal hygiene because they come from a home where cleanliness is unimportant and those homes where the lack of care is preventing the child from thriving.

Children at Risk

Grave concern may be felt where a child shows symptoms of stress and distress and any of the following circumstances apply;

- There is a known child abuser in the family
- Another child in the family is known to have been abused
- The parents are involved with pornographic material to an unusual degree
- There is an adult in the family with a history of violent behaviour.

Serious Violence: at risk or involved in serious violent crime

- Increased absence
- Change of friendship groups
- Underperformance
- Change in wellbeing
- Unexplained gifts
- Relationships with older individuals
- Involved with individuals from gangs or criminal networks.

An abused child is likely to show some of the signs of stress or distress listed below:

- A lack of concentration and underachievement
- Poor attendance
- Aggressive/hostile behaviour
- Moodiness, depression, listlessness, fearfulness, tiredness, temper tantrums, irritability, and withdrawn behaviour
- Difficulties in relationships with peers



- Regression to immature forms of behaviour
- Low self-esteem
- Insecurity, truancy and running away from home
- General personality changes

Parental Signs of Child Abuse

Particular forms of parental behaviour that could raise or reinforce concerns are:-

- Implausible explanations of injuries
- Unwillingness to seek medical treatment for injuries
- Periods of unauthorised absence
- A high level of expressed hostility to the child
- General dislike of child-like behaviour
- Inappropriate labelling of child's behaviour as bad or naughty

More information can be found on the NSPCC website.

help@nspcc.org.uk

Contextual safeguarding:

- All staff especially the safeguarding lead should take into context or behaviours or incidents occurring.
- Consider whether the wider environmental factors such as those outside of the school are a threat to the child's safety.
- The school should relay as much information on this so that an assessment can be informed of all of this information.
- All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children outside of this environment
- All staff should consider whether children are at risk of abuse or exploitation in situations outside their families (e.g. sexual exploitation, criminal exploitation, serious youth violence)
-

Child Sexual Exploitation

Child Criminal activity (CCE) and Child Sexual, Exploitation (CSE)

- These are defined as forms of abuse where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity
 - The imbalance can be due to age, as well as other factors like gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources
 - In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (e.g. increased status) of the perpetrator or facilitator
 - It can be perpetrated by individuals or groups, males or females, and children or adults
 - It can be a one-off occurrence or be a series of incidents over time, and range from opportunistic to complex organised abuse



- It can involve force and/or enticement-based methods of compliance and can involve violence or threats of violence
- Victims can be exploited even when activity appears to be consensual
- It can happen online as well as in person

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

(Keeping Children Safe in Education 2021)

Mental Health

- **All staff should 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.**
- **Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.**
- **Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.**
- **Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools guidance, colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See Rise Above for links to all materials and lesson plans.**
- **If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and**
- **speaking to the designated safeguarding lead or a deputy.**

Peer on peer abuse (child on child)

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours,



an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

- Peer on peer abuse is most likely to include, but may not be limited to:
 - bullying (including cyberbullying, prejudice-based and discriminatory bullying);
 - abuse in intimate personal relationships between peers;
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
 - sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
 - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
 - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
 - consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
 - upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
 - initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should be clear as to the school's or college's policy and procedures with regard to peer on peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

So-called 'honour-based' violence

(HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

Actions If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers

FGM mandatory reporting duty FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through



disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at- Mandatory reporting of female genital mutilation procedural information Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college’s designated safeguarding lead and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet

Forced marriage forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fm@fco.gov.uk.

Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools’ wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse.

Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they know that another teacher has already done so. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme via the DSL.



Child on Child Sexual Violence and Sexual Harassment

Context: Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

Sexual violence: Children can, and sometimes do, abuse their peers in this way.

sexual offences under the Sexual Offences Act 2003

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

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

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

What is consent? Consent is about having the freedom and capacity to choose.

Sexual Harassment: 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity,



and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment

This may include

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos. (UKCCIS sexting advice provides detailed advice for schools and colleges);
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats.

Harmful Sexual Behaviour: Children’s sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is “harmful sexual behaviour”. The term has been widely adopted in child protection and is used in this advice. Harmful sexual behaviour can occur online and/or offline and can also occur simultaneously between the two. Harmful sexual behaviour should be considered in a child protection context

Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years’ difference or if one of the children is pre-pubescent and the other is not.

The school should carefully consider any report of sexual violence and/or sexual harassment. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the schools or college’s initial response. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour (as set out on paragraphs 16-20); • the ages of the children involved;



- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- is the alleged incident is a one-off or a sustained pattern of abuse?
- are there ongoing risks to the victim, other children, adult students or school or college staff?;
- other related issues and wider context.

There are 4 options for managing Child on Child sexual harassment

2. Manage internally
3. Early help
4. Referrals to children's social care
5. Reporting to the police

For detailed explanations refer to the following DFE publications:

Sexual violence and sexual harassment between children in schools and colleges (2018)

Working Together to Safeguard Children (2018)

Keeping Children Safe in Education Sept (2021)

Mental health guidance

- All staff should 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
- Only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one
- Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education
- Staff should take action on any mental health concerns that are also safeguarding concerns, following your school's child protection policy and speaking to the DSL or deputy

Upskirting



‘Upskirting’ typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

When an episode of Upskirting I noted the police and social services should be contacted straight away

Child criminal exploitation:

County lines: Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county

lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults;
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Keeping Children Safe in Education Sept (2021)

Appendix 3

REPORTING PROCEDURE

A member of staff only requires reasonable cause for concern regarding potential child abuse. When there are reasonable grounds to suspect child abuse the following procedure must be implemented.



1. Record any concerns you may have on an orange 'Safeguarding Concerns' form which is situated in the staff room on top of the lockers. Complete the form as soon as possible and hand the form to the Designated Safeguarding Lead or if they are unavailable the Deputy Designated Safeguarding Leads.

2. If a child makes a disclosure to you then:

- **Stop** everything else and concentrate on what you are observing or being told
- **Ensure** the immediate safety of the child/young person
- **Do not** promise confidentiality or agree to keep something a secret, but reassure them that the conversation will be repeated to the DSL, who will make appropriate steps to make them safe.
- **Record verbatim** what they have said in their own words
- **Do not** investigate and **avoid** asking leading questions
- **Obtain** enough information to refer concerns
- **Inform** the Designated Safeguarding Lead or if unavailable the Deputy Designated Safeguarding Leads and pass on your written account
- **Do not** contact the parents
- **Do not** share any details of the allegation or identify the individuals concerned with anyone

3. The DSL will now seek advice from Social Services and a written record must be kept of any discussions made with the Duty Officer including the name of the person spoken to, the date and time of the call, and the content of the discussion and agreed action. A Multi Agency Referral Form must now be completed and submitted to the appropriate Duty Team for the LA in which the child resides. If this is not possible the MARF must be completed within 24 hours of the allegation.

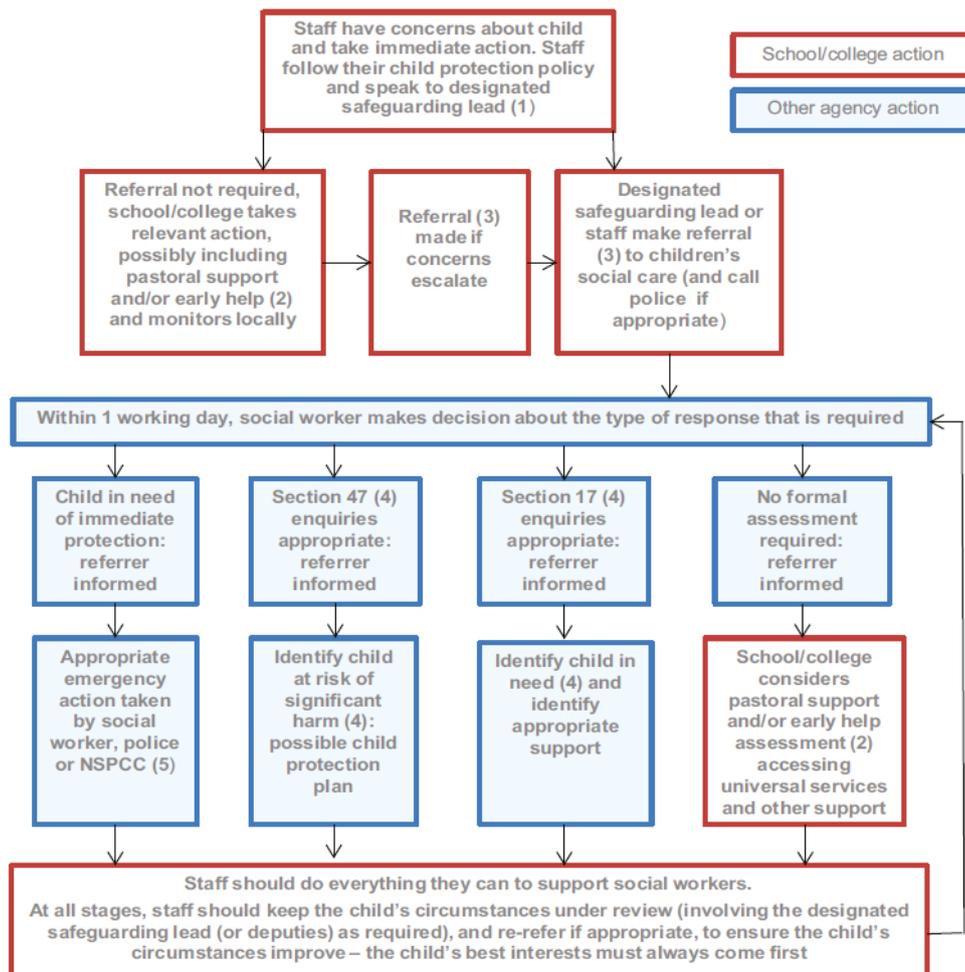
***Advice is available from MASH Team
020 8227 3811 or 020 8215 3024 (out of hours)
childrens@lbbd.gov.uk***

- If it is necessary for a child to be taken to hospital, medical staff must be informed that a non-accidental injury is suspected and a member of staff must stay with the pupil until a social worker arrives.
- If no messages are received by the school (referrer) from the Assessment Team (Safeguarding and Rights) within 3 working days, the Referrer has the responsibility to contact the Assessment Team to confirm they have receipt of the referral.
- If a child is deemed to be at risk of extremism and radicalisation information will be shared with and advice and guidance is sought from



**Prevent Duty Co-ordinator for LBBD
Shelina Khatun on 020 8227 3875**

Actions where there are concerns about a child



(KCSIE 2021)



Appendix 4

Safeguarding Information for Temporary staff and Visitors

Thank you very much for coming to All Saints Catholic School & Technology College. We hope you enjoy your time here.

The Governors, Senior Leadership Team and all staff at All Saints take seriously our collective responsibility to promote the welfare and safety of all students entrusted to our care. All students have a right to be safe from all maltreatment, neglect, sexual exploitation, accidental injury/death, bullying, discrimination, crime and anti-social behaviour.

All adults, including visitors have a role to play in protecting students and promoting their welfare.

In line with LBBB Safeguarding procedures and various government legislation, we have a number of protocols in place to safeguard our students.

- ❖ If you are a visitor for the day and feel that you have witnessed a student being treated in an inappropriate way, please feel confident enough to report this to a member of staff. If it is a member of staff who you wish to complain about, please speak with the member of staff who is supporting you, or reception and they will contact the appropriate senior member of staff for you to discuss it with.
- ❖ If you are a temporary member of staff, such as a supply teacher, a volunteer supporting our student's or a professional member of staff from an agency supporting our students, please make sure you have supplied your CRB details,



photographic identification to the Principal's PA or to a member of the Safeguarding team.

- ❖ If a student makes a disclosure to you, please show them empathy and listen to what they have to say. Record verbatim what they have said, in their words. Do not promise to keep it a secret, but reassure them that the conversation will only be repeated to one of the Safeguarding team, who will make the appropriate decisions to keep them safe. Please do not interrogate them. Please report your conversation to one of the Safeguarding team directly.
- ❖ Please take care not to put yourself inadvertently at risk. It is advisable not to conduct interviews or work with students by yourself, unless part of your job. Do not go into a lift with a student. If a student wishes to leave, please do not block their path, but gain support from another member of staff.
- ❖ Safeguarding Referral Forms can be found at Reception or in the Staffroom. They are gold in colour. If you need to pass on concern over a child's welfare or safety please use the form and pass directly to a member of the Safeguarding Team.



Appendix 5

Peer-on-Peer Abuse

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. (Read this in conjunction with our anti bullying policy.) Verbal abuse should never be tolerated or passed off as banter or as part of growing up. While there is no intent to criminalise young people peer to peer abuse does form part of our safeguarding procedures.

Some forms of per on peer abuse;

- Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)
- Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)
- Bullying (physical, name calling, homophobic etc.)
- Cyber bullying
- Youth produced sexual imagery- popularly known as ‘Sexting’
- Prejudiced Behaviour
- 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.

Any peer on peer allegation must be referred to the Designated Safeguarding lead immediately. Where a concern regarding peer on peer abuse has been disclosed to the Designated Safeguarding lead advice and guidance will be sought from Children Social Services and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted. Working with external agencies there will usually be a response to the unacceptable behaviour, for example, if a pupil’s behaviour negatively impacts on the safety and welfare of other pupils then safeguards will be put in place to promote the well-being of the pupils affected, the victim and perpetrator will be provided with appropriate support to prevent any reoccurrence of improper behaviour.



AllSaints
CATHOLIC SCHOOL