



Safeguarding and Child Protection Policy

Summer Term 2017

To be reviewed Summer Term 2018

Designated Lead for Safeguarding: Deputy Headteacher for Inclusion: Anna Coleman

Deputy Lead for Safeguarding: Deputy Headteacher for Teaching and Learning: Simon Shand

Named Governor for Safeguarding: Sandra Jones (and Helen Crafter)

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The Purpose of the Safeguarding Policy

Cavendish Primary School recognises that it has an explicit duty to safeguard and protect children from abuse. Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; 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 (taken from the Department for Education's 'Keeping Children Safe in Education', September 2016).

The policy is in response to / in line with:

- The Children's Act 1989 and 2004
- Sections 175 and 157 of the Education Act 2002, implemented in June 2004
- Keeping Children Safe in Education, DfE, updated September 2016
- The Education (Pupil Information) (England) Regulations 2005
- Hounslow Safeguarding Board Safeguarding Procedures
- Working Together to Safeguard Children, DfE 2015
- What to do if you're worried about a child being abused (March 2015)
- Safeguarding Children and Safer Recruitment 2006
- Multi-Agency Practice Guidelines: Female Genital Mutilation (2014)
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74 ,Serious Crime Act 2015)
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings 2015

Safeguarding Principles

At Cavendish Primary School we are committed to safeguarding and promoting the welfare of all our students. We expect all staff employed, commissioned or contracted to work with pupils together with volunteers and governors to adhere to the following (taken from the Safer Recruitment Consortium's 'Guidance for safer working practices for those working with children and young people in education settings'. 2015):

- The welfare of children is paramount.
- Children should be able to keep themselves safe.
- Parents and carers should understand that our first priority is always the welfare of the child.
- Expressions of concern should always be investigated and record keeping should note details of the incident/concern, decisions made, action taken and outcomes.
- The Designated Safeguarding Lead should be the initial and key source of information and support for staff in addressing any incident which may give rise to concern.
- Staff should understand their responsibilities to safeguard and promote the welfare of pupils.
- Those raising concerns should be kept informed about progress within the constraints of maintaining confidentiality.
- Staff should work, and be seen to work, in an open and transparent way.
- Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation.
- Staff and Senior Leaders should continually monitor and review practice to ensure this guidance is followed.

We will follow the procedures set out by the Hounslow Local Safeguarding Children's Board and take account of guidance issued by OFSTED and the Department of Education to:

- ensure we have a Designated Safeguarding Lead and a deputy who receive appropriate training and support for their role
- ensure that we have a Designated Governor responsible for Safeguarding
- ensure that every member of staff (including temporary staff, volunteers, supply staff etc.) and the Governing Body knows who the Designated Safeguarding Lead is and their role
- ensure that all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Designated Safeguarding Lead

- ensure that parents have an understanding of the responsibility placed on the school and staff for Safeguarding by setting out its obligations on the website and in school publications
- support pupils who have been abused in accordance with their agreed Safeguarding Plans
- notify Children's Services if there is any absence of a pupil who is subject to a Child Protection Plan
- develop effective links with relevant agencies and co-operate as required with their enquiries regarding Safeguarding matters, including attendance at case conference and core group meetings
- keep written records of concerns about children, even when there is no need to refer the matter immediately
- ensure that all written records are kept securely, separate from the main pupil file, and in a locked location
- follow procedures where an allegation is made against a member of staff or volunteer by contacting the Local Authority Designated Officer and following her direction
- ensure that Safer Recruitment practices are always followed
- maintain a Single Central Record (SCR) of all vetting and recruitment checks
- ensure that all agencies who refer staff to us, e.g. supply agencies, are vetted
- induct every adult and student who spends time in school ensuring their full awareness of our Safeguarding Policy and any other relevant safeguarding policies and procedures
- ensure that all staff receive regular training/briefing in Safeguarding to keep their knowledge and understanding fully up to date
- ensure that the Governing Body are fully informed of the numbers of children subject to Safeguarding Plans, provision for vulnerable children, progress of identified groups etc. and complete the annual audit requested by the LA
- equip our children with the skills and knowledge needed to keep them safe

Everyone at Cavendish Primary School shares an objective to help keep children safe by:

- providing a safe environment in which children can learn and develop and where their spiritual, moral, social and cultural education is valued
- supporting children's development in ways which foster a sense of self-worth and independence
- identifying and responding to children in need of support and/or protection

We recognise that because of the daily contact with children, school staff are well placed to observe the outward signs of abuse and note significant changes in children's emotional behaviour. The school will therefore:

- establish and maintain an environment where children feel secure, are encouraged to talk and are listened to
- ensure children know that there are adults in school who they can approach if they are worried
- include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. Cavendish may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or quiet and withdrawn. Cavendish will endeavour to support our pupils through:

- the content of the curriculum
- the school ethos which promotes a positive, supportive and secure environment and gives our pupils a sense of being valued
- the school behaviour policy
- liaison with other agencies that support pupils such as Children's Services, Child and Adolescent Mental Health Services (CAMHS), Education Welfare services, bereavement services etc.

All staff know that abuse can occur in a variety of ways:

Physical abuse: Physical abuse 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.

Sexual abuse: 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: Emotional abuse is 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 children 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 the child's developmental capability, as well as over protection 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.

Neglect: Neglect is 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 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.

Children with Special Educational Needs and Disabilities:

We recognise that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration
- assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs
- communication barriers and difficulties
- reluctance to challenge carers (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- a disabled child's understanding of abuse
- lack of choice/participation
- isolation

Referrals, Tracking and Monitoring

The Designated Safeguarding Lead will:

- refer cases of suspected abuse or allegations to the relevant investigating agencies
- act as a source of support, advice and expertise within the school when deciding whether to make a referral by liaising with relevant agencies
- liaise with the Executive Headteacher to inform him of any issues and ongoing investigations
- maintain an overview of all children about whom there are concerns i.e. subject to a Children Protection Plan, Child in Need Plan, Early Help Assessment or if there is a concerns file

All Staff will:

- be alert to signs of abuse and fully aware of how to respond to any disclosures made or any signs of abuse
- report concerns to the Safeguarding Lead or, in her absence, the Deputy Safeguarding Lead
- use the agreed school forms for reporting any causes for concern
- ensure they are fully aware of school policies and procedures
- behave in a way that ensures that the children in their care are safe from any form of abuse and feel confident that they can speak and be listened to in the event that they want to make a disclosure
- ensure that the curriculum reflects the essential elements to ensure that children are aware of their rights to be safe and the skills needed to achieve this
- complete the required documents arising from Childcare (Disqualification) Regulations 2009

Training

The Safeguarding Lead will undergo formal training every two years. The Safeguarding Lead will also undertake Prevent awareness training. In addition, their knowledge and skills should be refreshed (for example via e-bulletins, meeting other SLs, or taking time to read and digest safeguarding developments) at least annually to:

- have a working knowledge of how the Hounslow Safeguarding Children Board operates, the conduct of a Safeguarding Conference, and be able to attend and contribute to these effectively when required to do so
- 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
- recognise how to identify signs of abuse and when it is appropriate to make a referral
- be alert to the specific needs of children in need, those with special educational needs and young carers
- ensure each member of staff has access to and understands this policy especially new or part-time staff
- ensure all staff receive induction training covering Safeguarding and are able to recognise and report any concerns immediately they arise
- be able to keep detailed, accurate and secure written records of referrals/concerns
- be proactive in identifying suitable training courses that would develop and enhance their knowledge
- understand and support the school with regards to the requirements of the Prevent duty and is able to provide advice and support to staff on protecting children from the risk of radicalisation
- ensure that regular training and refreshers (at least annually) will be given to ensure that all staff are able to recognise, respond and deal (professionally and personally) with safeguarding issues

Raising Awareness

The Safeguarding Lead will:

- ensure the school's Safeguarding and Child Protection Policy is updated and reviewed annually, and work with the Governing Body regarding this
- contribute to any development work within the school
- ensure parents have access to the Safeguarding and Child Protection Policy which alerts them to the fact that referrals may be made and the role of the school in this. This will be included in induction for all parents with children new to Cavendish
- ensure that any staff, volunteers, students etc. are briefed about the school's procedures during their induction meeting

- ensure when children leave the school, that their Safeguarding file is transferred to the new school, separately from the main pupil file, and marked Confidential

Roles and Responsibilities of the Executive Headteacher

The Executive Headteacher 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 Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children
- 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
- all staff comply with the regulations related to the Childcare (Disqualification) Regulations 2009

Roles and Responsibilities of the Governing Body

The Governing Body is responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices by:

- ensuring that the school has effective policies and procedures in place in accordance with this policy, and monitor the school's compliance with them
- ensuring there is an individual member of the Governing Body to champion Safeguarding issues within the school, liaise with the Designated Safeguarding Lead about them, and provide information and reports to the Governing Body. Allegations of abuse made against the Executive Headteacher would be dealt with by the Chair of Governors or, in the absence of a chair, the Vice Chair.
- ensuring that the Governing Body is collectively responsible for the school's safeguarding arrangements. All members of the Governing Body will undertake training about Safeguarding to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities
- ensuring that Designated Safeguarding Lead undertakes training every two years, and that all other staff who work with children, undertake training which is kept up-to-date by refresher training at three yearly intervals
- ensuring the temporary staff and volunteers who work with children are made aware of the school's arrangements for Safeguarding and their responsibilities

- exercising their disciplinary functions in respect of allegations against a member of staff or as a consequence of dealing with a complaint

Confidentiality

We recognise that all matters relating to Safeguarding are confidential, however, a member of staff must never guarantee confidentiality to a pupil.

Where there is a safeguarding concern it will be passed immediately to the Designated Safeguarding Lead and/or to Children's Social Care.

The Designated Safeguarding Lead will disclose personal information, including the level of involvement of other agencies, about a pupil to other members of staff only 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.

Missing Children

Parents are aware that they must phone school if their child is absent. Admin staff phone every child's parent on the first day of an absence if a parent does not phone by 9am.

Any absence for child who is subject to a Safeguarding plan or is known to Children's Services will have their absence reported to Children's Services on the first day.

Education Welfare will be notified of absences for any children who have a referral to EWO or who have been absent for more than 3 days with no notification from parents.

We will follow the **Local Authority Off Roll Procedures**.

As well as informing Hounslow EWO we will add any missing children to the database.

<https://sa.education.gov.uk/idp/Authn/UserPassword>

All school staff are aware of the possible link between Female Genital Mutilation, Forced Marriage and extended absence from school. Any concerns are raised with the Designated Safeguarding Lead.

Monitoring, Evaluating and Review

The Governing Body will review this policy annually (or sooner if legislation changes) and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Appendix 1: Cavendish Flow Chart for Raising Safeguarding Concerns

Appendix 2: Safeguarding Concern Form

Appendix 3: Female Genital Mutilation

Appendix 4: Forced Marriage

Appendix 5: Radicalisation

Appendix 6: Peer on Peer Abuse

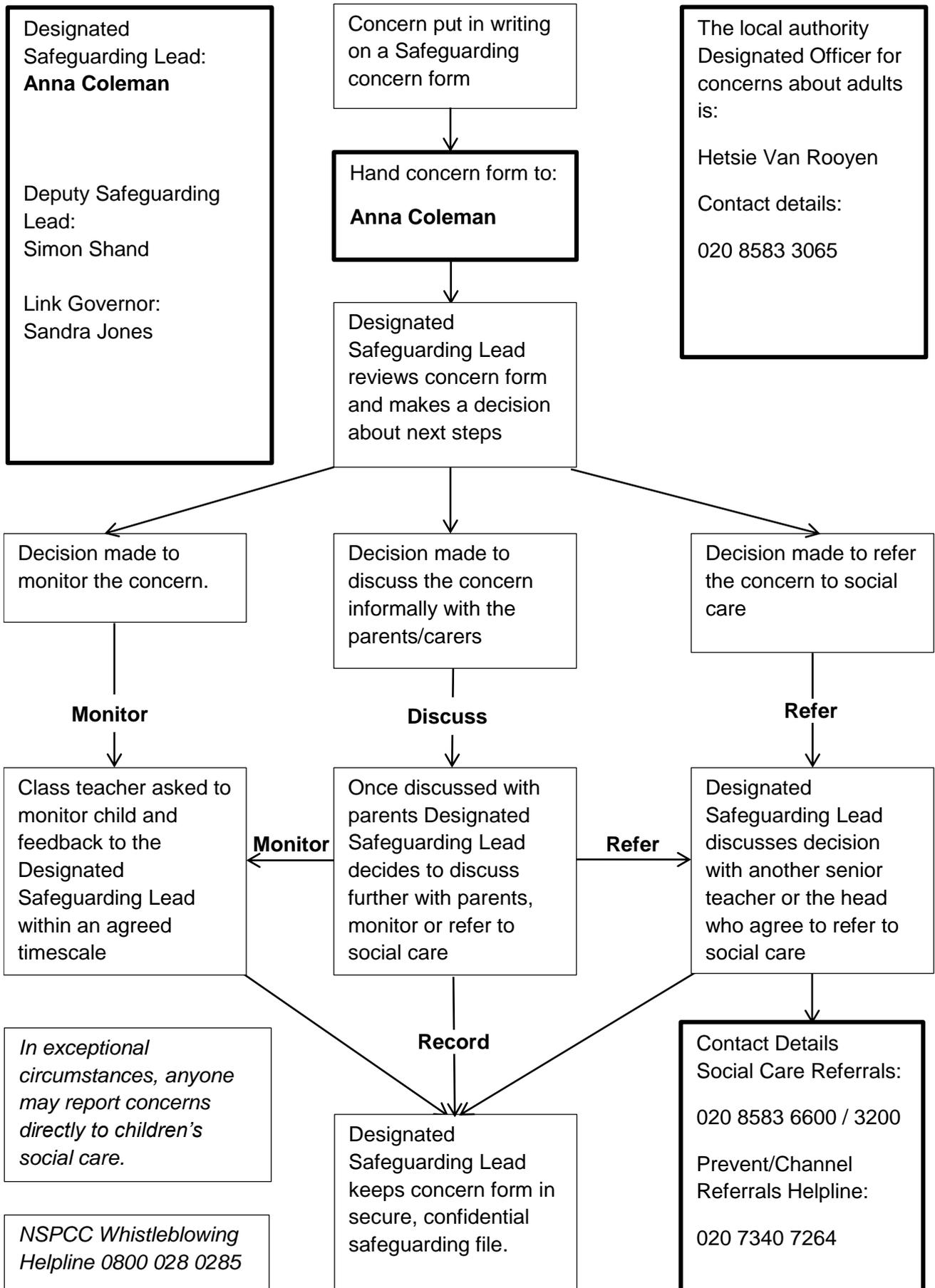
The Governing Body is regularly kept informed of Safeguarding incidents through the Executive Headteacher's reports presented at Full Governing Body meetings.

Related Policies:

- Attendance and Punctuality
- Internet Safety
- Confidentiality
- Safer Recruitment
- Allegations of abuse against staff (London Safeguarding Children's Board)
- Staff Code of Conduct
- Local Authority Off Roll Procedures
- Positive Handling

Written by the Designated Safeguarding Lead: Anna Coleman, May 2017

Appendix A: FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



Appendix 2:

**Cavendish Primary School Safeguarding Concern Form
(Concern / Disclosure)**

Child's Name:	Date:
Date of concern / disclosure:	Staff Name:
Situation / Location of disclosure:	
Details of Concern:	
Signed:	
Action:	

Introduction

Female Genital Mutilation (FGM), sometimes referred to as Female Circumcision, refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. It is also illegal to take a British National or permanent resident of the UK abroad for FGM. The maximum prison sentence for carrying out FGM or helping it to take place is 14 years.

It has been estimated that over 20,000 girls under the age of 15 are at risk of FGM in the UK each year, and that 66,000 women in the UK are living with the consequence of FGM. However, the true extent is unknown due to the 'hidden' nature of the crime.

The girls may be taken to their country of origin so that the FGM can be carried out during the Summer holidays, allowing them time to 'heal' before they return to school. There are also worries that some girls may have FGM carried out in the UK.

FGM is usually carried out on young girls between infancy and the age of 15, most commonly before puberty starts.

FGM is prevalent in Africa, the Middle East and Asia. In the UK, FGM tends to occur in areas with larger populations of communities with first generation immigrants, refugees and asylum seekers. London has been identified as an area where FGM occurs.

Immediate Effects

- Severe pain
- Shock
- Bleeding
- Wound infections, including tetanus and gangrene, as well as blood borne viruses such as HIV, hepatitis B and hepatitis C
- Inability to urinate
- Injury to vulvar tissues surrounding the vagina
- Damage to other organs nearby, such as the urethra (where urine passes) and bowel
- FGM can sometimes cause death

Long Term Consequences

- Chronic vaginal and pelvic infections
- Abnormal periods
- Difficulty passing urine, and persistent urine infections
- Kidney impairment and possible kidney failure
- Damage to the reproductive system, including fertility
- Cysts and the formation of scar tissue
- Complications in pregnancy and stillborn deaths
- Pain during sex and lack of pleasurable sensation
- Psychological damage, including low libido, depression and anxiety (see below)
- Flashbacks during pregnancy and childbirth
- The later need for surgery to open the lower vagina for sexual intercourse and childbirth

Psychological and mental health problems

Case histories and personal accounts taken from women indicate that FGM is an extremely traumatic experience for girls and women, which stays with them for the rest of their lives. Young women receiving psychological counselling in the UK, report feelings of betrayal by parents, as well as anger and regret.

Signs of FGM that we look out for at Cavendish

- Prolonged or repeated absences from school
- Difficulties walking, standing or sitting
- Changes in behaviour – becoming withdrawn, anxious or depressed
- Drop in academic performance
- Spending longer amounts of time in the toilets
- Avoiding PE or other physical activities

If any family informs the school about a prolonged trip abroad, the possibility of FGM is considered. The Head of School or Deputy Head for Inclusion and Safeguarding Lead will meet with the parents to make sure they are aware of the legal position.

Keeping Children Safe from FGM at Cavendish

- Cavendish Primary encourages children to feel safe and confident to share any concerns or worries they have with a member of staff.
- In Sex and Relationship Education lessons children are educated about their bodies, what they should look like and what is legal.
- Staff members are alert to children talking about ‘going away for a special procedure’ or ‘about to become a woman’.
- All parents are made aware when their child starts school and via the school website that the school works closely with Children’s Services and will report safeguarding concerns to them immediately.

In the Event of a Concern

If a member of staff suspects that a child is at risk of, has already undergone, or receives a disclosure about FGM, they will be careful to respond in an appropriate and sensitive manner. Efforts should be made to establish the full facts from the child before any action is taken. The disclosure should be discussed with the Designated Safeguarding Lead. School staff will not attempt to investigate the case themselves or attempt to speak to the child’s parents as this may place the child at increased risk of harm.

At Cavendish Primary, FGM will be treated as a Child Protection concern and will be referred to Hounslow Children’s Services as outlined in the main body of the Child Protection Policy.

Useful Links

FGM Helpline 0800 028 3550

Appendix 4:

Forced Marriage

Introduction

Forced Marriage is when someone faces physical pressure to marry (e.g. threats, physical or sexual violence) or emotional and psychological pressure (e.g. being made to feel they are bringing shame on the family).

Forced Marriage should not be confused with **Arranged Marriage**, which is where the families of both spouses take a leading role in choosing the marriage partner but the choice whether or not to accept the arrangements remains with the young people.

Forced Marriage for anyone under the age of 18 is a Child Protection matter. While it is unlikely anyone at Cavendish will be forced to marry, it is possible that an older sibling may be and/or a forced marriage may be discussed/ planned for a later date.

Keeping Children Safe from Forced Marriage at Cavendish

- Cavendish encourages children to feel safe and confident to share any concerns and worries they have with a member of staff.
- In Sex and Relationships Education children are educated about their bodies and what is legal.
- Staff are alert to children discussing Forced Marriage in relation to themselves and other siblings under the age of 18.

Acting on a Disclosure

Forced Marriage is a culturally sensitive area. It is important staff are neither overly suspicious about cultural difference nor ignore worrying signs on the basis that they might be thought racist for raising them.

If a member of staff becomes aware or concerned about a possible Forced Marriage for a pupil or a sibling of a pupil, they should discuss their concerns with the Designated Safeguarding Lead.

Further Guidance

Forced Marriage Unit www.gov.uk/stop-forced-marriage

Government advice www.gov.uk/forced-marriage

Appendix 5: Statement to combat Radicalisation at Cavendish Primary School

Cavendish Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is equally as important as safeguarding against any other vulnerability.

At Cavendish Primary School all staff are expected to uphold and promote the fundamental principles of British values and the UNCRC, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. In formulating this statement the Governors have taken account of the guidance from the Department for Education (DfE) who have called for all public bodies to make explicit their preventative measures to minimise the threat of extremism in their setting.

Definitions and Indicators

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

Extremism embraces a wide range of ideologies, and should not be seen as only in the context of Islam, or Black Power. Young people are equally at risk from white supremacism.

Cavendish Primary School recognises the responsibility to protect children and young people from extreme and intolerant views as these can foster an environment where radicalisation can flourish. The Governing Body will not tolerate extremist activities of any sort.

Aims and Principles

The main aims of this statement are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues '*could not happen here*' and ensure that school staff work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

The principle objectives are that:

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on anti-radicalisation and extremism and will follow the procedures when issues arise.
- All parents and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.
- Pupils are supported in making good choices right from when they join the school, so that they understand the impact and consequences of their actions on others.

The Role of the Curriculum

Our internal curriculum promotes respect, tolerance and diversity. Children are encouraged to express themselves through discussions, debates and consultations. The R.E, PSHE (Personal, Social and Health

Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of the school.

It is recognised that children with low aspirations can often be more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for them.

Our children are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

Procedures for Referrals

Although serious incidents involving radicalisation have not occurred at Cavendish Primary School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the area in which we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisation *'could not happen here'* and to refer any concerns through the appropriate channels (currently through one of our Designated Safeguarding Leads– Anna Coleman and in her absence Simon Shand).

London Borough of Hounslow contact: Mrs Joan Conlon | Community Inclusion and Participation Manager (Prevent Lead)

London Borough of Hounslow Office: 020 8583 2197 Email: joan.conlon@hounslow.gov.uk

Staff Training

Through INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on

Review

This statement to combat radicalisation will be reviewed annually as part of the Safeguarding policy review.

Reference Documents:

Prevent Strategy HM Government June 2011

Channel: Protecting vulnerable people from being drawn into terrorism (A guide for local partnerships) HM Government October 2012

Appendix 6:

Peer on Peer Abuse

In most instances, the conduct of pupils towards each other will be covered by our Behaviour and Anti-Bullying policies. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. Cavendish Primary School recognises that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'.

Peer on peer abuse can include, but is not limited to, bullying (including cyberbullying), gender based violence or sexual assault, 'initiation' type violence and sexting.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. A bullying incident should be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.

When considering whether behaviour is abusive, it is important to consider:

- whether there is a large difference in power (for example age, size, ability, development) between the young people concerned
- whether the perpetrator has repeatedly tried to harm one or more other children
- Whether there are concerns about the intention of the alleged perpetrator. If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Any concerns, disclosures or allegations of peer on peer abuse should be referred to the Safeguarding Lead as set out in this policy. Where a concern regarding peer on peer abuse has been disclosed to the Safeguarding Lead, advice and guidance may be sought from Children Social Care and where it is clear a crime has been committed, the Police will be contacted.

Working with external agencies the school will respond to the unacceptable behaviour. 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, and victims will be provided with support.

It is important to be conscious that any child who is engaging in abusive behaviour towards others may have been subject to abuse from other children or from adults. Children who abuse others should be held responsible for their abusive behaviour, whilst being identified and responded to in a way which meets their needs as well as protecting others.

Cavendish aims to reduce the likelihood of peer on peer abuse through:

- the established ethos of respect, friendship, courtesy and kindness
- high expectations of behaviour
- clear consequences for unacceptable behaviour
- providing a developmentally appropriate PSHE curriculum which develops pupils' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe
- systems for any pupil to raise concerns with staff, knowing that they will be listened to
- providing targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk.

Cavendish will also educate pupils in how to support their friends if they are concerned about them and that they should talk to a trusted adult in the school.