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 (KCSIE, 2020)

**Safeguarding Process -**Mental Health and Peer on **Peer Abuse** 

All staff should recognise that children are capable of abusing their peers. All staff should be clear about their school's or college's policy and procedures with regard to peer on peer abuse (KCSIE, 2020)

There is a concern about a learner's mental health

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-today and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. (KCSIE, 2020)

Secure the safety of the learner(s) involved and source support for any other young people affected

Record the concern/incident in line with your setting's safeguarding and child protection policy (e.g on CPOMs). The DSL and deputies are notified

The concern is reviewed by the DSL and safeguarding team. Information should be cross-referenced with attendance, behaviour records, attainment and any safeguarding and child protection concerns.

You are made aware of an incident or pattern of peer on peer abuse

Possible examples of peer on peer abuse

- **Bullying (and cyberbullying)**
- Physical abuse
- Sexual violence and sexual harassment
- Upskirting
- Sexting (youth produced sexual imagery)
- Initiation/hazing type violence and

Additional guidance used to respond to the concern:

- Mental health and behaviour in schools (link)
- Promoting children and young people's mental health and wellbeing (link)

Concern and need reviewed alongside learner and family

Concern can be managed internally through settingbased early help, support and signposting.

Concern requires additional support from a targeted agency or Primary Mental Health Specialist.

Child protection concern that requires a referral to social care for an assessment under s.17 or s.47 of the Children's Act 1989. School may also refer directly to CAMHs.

Additional guidance used to respond to the concern

- Advice for Schools and Colleges on Responding to Sexting Incidents (link)
- Sexual Behaviours Traffic Light Tool (link)
- Preventing and Tackling Bullying (link)
- NPCC: When to call the police (link)

Concerns managed internally through pastoral support, contextual safeguarding, restorative approaches, RSE/PSHE. Setting informs parents/carers of incident and actions.

Repeat incidents or that of moderate concern – Setting liaises with parents/carers. Consider seeking consent and advice for targeted/specialist services to support all learners involved in the incident(s).

Clear child protection concerns/criminal issue. Make a referral to social care and/or the police for consideration of

a statutory assessment.

All actions, risk assessments and responses should be recorded on the Safeguarding/Child Protection file. Plans/risk assessments should be reviewed every 3 months or on any occasion another concern is raised.

**Outcomes** 

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