



PEER ON PEER ABUSE POLICY

Written by: Janine Dix **Date:** 06/06/22

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1. Introduction

Our academy is committed to a whole academy approach to identifying, tackling & responding to peer on peer abuse, sexual harm/violence and harassment.

This policy supports the guidance issued to Derbyshire schools, that helps understand, identify and provides tools to respond to problematic/harmful sexual behaviours in schools.

A child/pupil as described in the policy is a child and young person up until 18 years.

2. The Context

This policy should be read in conjunction with:

- [Keeping Children Safe in Education. Statutory Guidance for schools and colleges](#) All staff in a school should be familiar with the relevant sections that deal with Child on Child Sexual Violence and Harassment.
- [Sexual Violence and Sexual Harassment between Children in Schools and Colleges](#). DfE, latest guidance for Head Teachers, Principals, Senior Leadership teams and designated safeguarding leads.
- The non-statutory UKCCIS guidance: '[Sexting in schools and colleges: responding to incidents and safeguarding young people](#)' and [KSCB](#) guidance: "Responding to youth produced sexual imagery"
- The non-statutory guidance: [Sharing nudes and semi- nudes Advice for Education Settings, Working with Young People](#)
- [Teaching Online Safety in Schools, DfE 2019](#)
- [The Voyeurism Act, 2019 \(Section Up skirting\)](#)

We are committed to a whole academy approach to ensure the prevention, early identification, and appropriate management of peer on peer abuse in our academy and beyond.

In cases where peer on peer abuse is identified we will use the local safeguarding procedures as set out by the Derby and Derbyshire Safeguarding children partnership.

Some of these behaviours we will refer to other policies in the academy:

- Child Protection and safeguarding Policy;
- Behaviour Policy;
- Anti- Bullying policy;

- Online safety Policy;
- ICT and Acceptable Use Policy.

We recognise that peer on peer abuse can manifest itself in many ways such as:

- Child Sexual Exploitation;
- Sexting (youth produced digital imagery);
- Bullying- name calling, physical,
- Prejudiced behaviour- homophobic, disabilities;
- Cyber bullying & online abusive behaviour;
- Radicalisation;
- Abuse in intimate relationships, including teenage relationship abuse;
- Children who display sexually problematic/harmful behaviour, including sexual harassment;
- Gang association and serious violence- County Lines, initiation, hazing;
- Race hate and Racism.

3. Vulnerable Groups

We recognise that all children are at risk but that some groups are more vulnerable than others and includes:

- A child with additional needs and disabilities;
- A child living with domestic abuse;
- A child who is at risk of/suffering significant harm;
- A child who is at risk of/or is been exploited or at risk of exploited (CRE, CSE)
- A looked after child;
- A child who goes missing or is missing education;
- Children who identifies as or are perceived as LGBTQI+ and/or any of the protective characteristics;

Research tells us that girls are more frequently identified as being abused by their peers and more likely to experience unwanted sexual touching, and sexual harassment. They often are exploited into gangs and are victims of sexual violence when in gangs. However, we are aware as an academy that these are behaviours not just confined to girls.

Boys are less likely to report intimate relationship abuse and may display other behaviour such as anti- social/criminal behaviours. Boys are more likely to be exploited /entrapped into gangs and subject to violence as a result of gang culture.

4. Bullying and Online bullying and behaviour

Peer on peer abuse, can happen online and through social media. This academy will respond to this form of abuse, cyber bullying and related behaviour.

This academy has other policies such as the Anti Bullying Policy which relate to identifying, responding to and reporting this type of behaviour by pupils. We will take a robust approach and educate all our staff to help prevent and tackle this.

5. Responding to Racism

We acknowledge that Britain is a multi-racial and multi-faith country, and everyone has the right to have their culture and religion respected by others. Racist bullying is not just about the colour, it can be about your ethnic background or religion too.

We recognize that racism is illegal. We will, therefore, notify the police if we believe an offence may have been committed.

We will provide education in our academy about racism and its impact on children and their families and this will be taught as part of our Safeguarding curriculum. We will use a whole academy approach of tackling and eradicating this type of behaviour.

6. Hate crime

Hate crimes happen because of race, gender identity, religion, sexual orientation and disability.

Hate crimes can include:

- physical attacks - physical assault, damage to property, offensive graffiti, neighbour disputes and arson
- threat of attack - offensive letters or emails, abusive or obscene telephone calls, groups hanging around to intimidate you and unfounded, malicious complaints
- verbal abuse or insults - harassment over the phone, by text or face to face, abusive gestures and remarks, bullying and threats

Hate crime can happen anywhere - at home, school, work or on the street. It can be frightening for the victim and witnesses. Hate crime can happen in school. It is an offence and we will notify the police if we believe an offence may have been committed.

7. Sexual Harm, Violence and/or Sexual Harassment

Sexual harm, violence and sexual harassment can occur between two children of any age or gender; this can either be a group of children sexually assaulting or sexually harassing a single child or group of children. We recognise that this behaviour can take place in a school or any setting where pupils are together.

The impact of this behaviour on children can be very distressing having an impact on

academic achievement and their emotional health & wellbeing.

All behaviour takes place on a spectrum. Understanding where a pupil's behaviour falls on a spectrum is essential to being able to respond appropriately to it.

In this policy we recognise the importance of distinguishing between healthy, problematic and sexually harmful behaviour (HSB).

As an academy therefore, we may use the Lucy Faithful Traffic light Tool, and Hackett's Continuum. In some cases, we will also use the AIM model 2016 (Carson). These are nationally recognised and acclaimed tools to assist in determining healthy, problematic and harmful sexual behaviours in children and young people.

We may also use an 'In-School' Health, Wellbeing and Safety Support Plan, or an 'In-School' Risk HSB Management Plan depending on the outcomes of assessing risk in each individual case.

Using tools like this will help us:

- Decide next steps and make decisions regarding safeguarding children;
- Assess and respond appropriately to sexual behaviour in pupils;
- Understand healthy sexual development and distinguish it from problematic/harmful behaviour;
- Assist with communicating with parents/cares about the concerns we have about their child/children;
- Assist with communicating with our partners and agencies about the concerns we have regarding a pupil in the academy.

8. Action following a report of Sexual Harm, Violence and/or Sexual Harassment

We will inform all staff that should they see or hear of any sexual behaviour they will stop the behaviour immediately; report the behaviour to the Designated Safeguarding Lead and make a written record of the incident.

We will speak to the pupil to establish their view about what happened and why, what understanding they have, what responsibility they take for their actions, and their willingness/ability to work on their behaviours.

We will speak to the pupil/s who has been targeted to establish the impact on them of the behaviour. How the other pupil/s managed to get in a position to carry out the behaviour, how they are feeling about the other pupil now, and what support they require.

This will only be to ascertain clarification; any further investigation may have to be undertaken by the statutory agencies.

We will contact the parents/carers of those involved and share the information.

Following an incident, we will consider:

- The wishes of the victim in terms of how they want to proceed e.g. ask about
- Whether they want to make a police complaint. This is especially important in the context of sexual violence and sexual harassment;
- The nature of the alleged incident(s) e.g. the intention, mitigating circumstances AND Including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- The ages of the pupils involved;
- The developmental stages of the pupils involved;
- Any power imbalance between the pupils concerned. For example, is the alleged abuser significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern;
- Are there ongoing risks to the victim, other pupils, siblings, adult students or academy staff; or other related issues in the wider context?

Whilst the academy establishes the facts of the case:

- The alleged abuser will be removed from any classes or areas they share with the victim;
- We will consider any reasonable steps to ensure the safety and protection of the alleged abuser, victim and all other pupils we have a duty to safeguard;
- We will consider how best to keep the victim and alleged abuser/s at a reasonable distance apart on academy premises, including transport to and from the academy;
- We will use the recommended HSB Risk Management Plan if assessed as appropriate;
- We will use a Victim Support Plan.

These actions are in the best interests of the pupils involved and should not be perceived to be a judgment on the guilt of the alleged abuser/s.

9. Responding to an incident/disclosure

Where abuse or violence, including sexual harm and/or sexual harassment, has taken place outside of the academy e.g. in transport, off site during lunchtimes, or in the local community involving one or more of our pupils; we will investigate and take action around the conduct of the pupil/s. We will also consider if we should notify the police if we believe an offence may have been committed.

Where behaviour between peers is abusive or violent, including sexual harm or sexual harassment within the academy; we will use our procedures as set out by the academy's child protection and safeguarding policy, and the procedures as set out by the local Childrens Safeguarding Partnership. This will mean a referral to the police and a referral to Childrens' Social Care Services.

All staff understand that all concerns must be reported to the Designated Safeguarding Lead; however, we acknowledge that anyone can make a referral.

We will record all instances of bullying, prejudice, violence and sexual violence and related incidents involving peers. This will include racism and racist bullying. We will inform parents/carers of this.

Our records will show what actions have been taken and any outcomes. We will produce these for an OFSTED inspection if requested and we will also demonstrate how we have tackled any of these incidents to prevent recurrence.

10. Reporting

Any incident of racism, race hate or incitement to hate will be reported to the police if it is believed an offence may have been committed.

Any incident of alleged or an actual incident of sexual harm, violence and/or sexual harassment will be reported to the police if it is believed an offence may have been committed. In all cases consideration is given to reporting the matter to Children Social Care Services.

There are circumstances in some cases of sexual harassment/touching which dependent upon age and understanding/age of criminal responsibility, (e.g. one-off incidents), which we may decide that the child/ren concerned are not in need of Early Help or statutory intervention.

In these situations, it would be appropriate to handle the incident internally, for example by utilising the behaviour and bullying policies, providing pastoral intervention and support. We may also decide that some child/ren involved do not require Statutory Interventions; however, they may benefit from Early Help.

Early Help means providing support as soon as a problem emerges, this can be at any point in a child's life. We will decide if an early help approach will benefit a pupil following any outcome of assessment that we may use. This may mean the development of a safety and support plan as part of the early help process.

Providing Early Help is more effective in promoting the welfare of child/ren than reacting later. This school acknowledges that an Early Help Assessment can be useful to address non- violent harmful

sexual behaviour and may prevent escalation of sexual violence.

11. Sanctions

We will consider the sanctions available to use as an academy in reference to our Behaviour Policy.

We recognise disciplinary actions rarely resolve issues of peer on peer abuse and this academy will consider all courses of action and intervention.

We recognise that emotions and feelings can run high, and we will endeavour to respond to concerns from any pupil, other pupils, parents and the local community.

We will ensure all necessary parties including the parents/carers are informed and kept up to date. We will listen to any concerns and will work to attempt to resolve these.

12. The Role of Governor

The Chair of Governors/ Link Safeguarding Governor will need to be aware of the complexities when an incident or incidents come to light, and when staff in the academy are trying to manage these behaviours. This includes the use of sanctions, exclusions, pressures from parents to exclude and dealing with the parents of the alleged abuser or any alleged victim/s.

We know that as an academy, the Chair of Governors and Link Safeguarding Governor will also need to consider that they may be approached by members of staff who are angry or anxious about pupils with sexual behaviours. In addition, we will also consider that there may be occasions where our academy also feels pressure from external sources e.g. the local community and the media.

It is important that we as those governors are informed and can help with a consistent approach and policy on such matters, and we recognise governors should use any examples to help inform the academy's future practice, ethos, reviewing any policy or procedure in light of this.

13. Multi-Agency Working

This academy will work with our partners and agencies; Childrens Social Care, the Police, Youth Offending Service, Health and CAHMS.

We recognise that we will be invited to share information, being a part of local partnerships and local partnership groups to help identify risk and issues both within the academy and in our local community.

Our local point of contact will be the chair of our local group and the Head of Service for our locality (Derbyshire).

14. Prevention and Training

Our academy is always working hard to create a culture where peer on peer abuse does not happen.

We are aiming to create an ethos of good and respectful behaviour, and this should extend to all areas of the academy throughout the whole day, including travelling to and from sites.

Through curriculum teaching, learning and activities we will provide information about the following topics:

- Forming and maintaining relationships
- Consent
- Sex and the law
- Positive relationships and values
- Inappropriate relationships
- Online relationships and their dangers
- Bullying, abuse and discrimination
- Managing risk and personal safety
- FGM
- Breast ironing
- Forced marriage
- Online safety

We will ensure that all our pupils know who to talk to, how to receive advice and help within the academy. We will be able to signpost children to relevant local and national helplines and websites.

15. Management of the Policy

We will ensure all our staff, governors, volunteers are trained in the awareness and response to all forms of bullying, all forms of peer on peer abuse, racism and race hate and including any local issues and concerns in the wider context (Contextual Safeguarding).

In addition, we will ensure all our staff, governors and volunteers are aware of this policy and the supporting guidance, in order that they are clear regarding their role and responsibilities.

The academy Designated Safeguarding Lead will take on a lead responsibility to ensure all staff are trained in the use of the available assessment tools, including the use of Health, Wellbeing and Safety Support Plans, the 'In School' Risk Management Plan and the 'Victim/s Support Plan. The Link Safeguarding Governor in the academy will act to oversee and audit any training activity which takes place and activities in relation to this policy.

The governing body should undertake an audit activity to help assess the effectiveness of the academy and its processes in tackling all forms of peer on peer abuse. We will ensure that parents/carers are made aware of this policy and its availability on the academy website.

Signed by:

Head Teacher

Date:

Signed by:

Chair of Governors

Date:

Pro-Active Intervention for well-being and safety

_____ will return to school following the Strategy Meeting and the Safety and Wellbeing Plan has been agreed.

EXAMPLE OF SUGGESTED ACTIONS

1. Early Help to be co-ordinated with Family Support Worker.
2. RF to Contact Family Support worker.
3. RF to continue discussions with the Educational Psychologist.
4. Support to be sought from behaviour support.
5. Family Resource Worker to be enlisted to undertake safe hands work with RB.
6. RB to have 1:1 TA support to implement safety and well-being plan.
7. FSW to work with RB on a regular basis.

This activity will be funded from:

- GRIP funding has been received for 3 hours per day,
- (9 hours) £6,000 SEND entitlement.
- Pupil Premium funding (£2,300).

An Adapted Timetable will be introduced to include:

- The afternoon split into 4 x 30 min sessions with a 15 break
- Tactile sessions including 1x1 Lego therapy
- Play at the park to use big movements (Risk Assessment needed)
- Gardening activity
- Remote control car time developing position and direction
- Access a full afternoon positive play session at xxxx

Early Interventions to Manage Safety and Well-Being

Strategies will include (examples below):

- 1) Avoiding long periods sitting e.g. in assembly
- 2) Providing verbal reminders about what will happen next
- 3) Count downs to prepare RB for change
- 4) Implementation of a visual timetables to order his thinking and expectations
 - a. Reviewing the visual timetable weekly with RB and implementing changes
- 5) Continuing to use his personalised behaviour chart
- 6) Tactile behaviour – work with sensory worker / pastoral support in school. This behaviour to be challenged and set boundaries and expectations for RB. Set phrases set and shared with parents.
- 7) Keeping the choosing basket available to keep RB's hands busy
- 8) Rewards using Disney cards
- 9) Timer system in place
- 10) Regular tactile stretching activities
- 11) Regular – sucking a straw, chewing, chewing necklace.

Interventions to Respond to xxxxx behaviours

There will be a graduated response, including: Enforcing good behaviour.

1. Behaviour chart used with 5 ticks every session
 - a. Verbal warnings

- b. Time out
 - c. Moving down the beanstalk
 - d. Speaking to parents
2. Where appropriate RB will get an orange leaf and teacher speaks to parents

Staff to keep a daily log to record xxxx progress.

Communication of the safety and well-being plan ([examples provided below](#))

Plans and strategies shared with:	Communication Method	Dated signature of those the plan has been shared with.
Whole school Parents His 1:1 Person/s All MDMSs Senior Adviser Chair of Governors	Staff meeting (14-10-19) 1:1 Meeting (15-10-19) Meeting (15-10-19) Meeting (15-10-19) Meeting (11-10-19) Meeting	

Staff Training ([examples below](#))

Identified training needs	Training provided to meet needs	Date training completed
Regular meeting with RBs parents to be set up to review safety and wellbeing. Behaviour support referral to be made to gather additional advice and strategies to support RB if behaviours continue in school. Scheduled regular discussion with Educational Psychologist.	N/A Support provided to 1:1 Person/s by behaviour support. Ed Psych advice to schools, teacher and headteacher.	

Evaluation of Behaviour Management Plan and school Risk Assessment Management Strategy

Measures set out	Effectiveness in supporting the child	Impact on risk
Pro-active interventions to prevent risk		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		
ACTIONS FOR THE FUTURE		

Plans and strategies evaluated by:	Relationship to child:	Date:
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Draft Issued to Parents	Draft Returned by Parents

Final Plan Agreed:

Signed Headteacher:

Date:

Signed Parent

Date:

APPENDIX B IN SCHOOL HSB RISK MANAGEMENT PLAN CONFIDENTIAL DOCUMENT

PROBLEMATIC **MEDIUM-HIGH /HARMFUL/VIOLENT** SEXUAL BEHAVIOUR- ALLEGATIONS /CONVICTIONS THE SCHOOL DAY - INCLUDES TRAVEL TO & FROM SCHOOL

Pupil Name		
DOB		
Created by		
Date created		
Date shared with staff		
Date shared with governors		<i>anonymous copy provided- if appropriate & relevant to share (having a significant impact on the school)</i>
Review Frequency- Dates-		

THE FOLLOWING STAFF HAVE LEVELS OF ACCESS TO READ & AGREED

STAFF NAME	POSITION	DATE	ACCESS LEVEL*	SIGNED

*Access level. 1- full access to records and the risk assessment 2- access to risk assessment only 3- access to enough information to assist & manage with monitoring and supervision and this may be verbal only eg the lunch time supervisor, the volunteer.

The Risk Management Plan needs to consider:

- The victim, especially their protection & support;
- The alleged abuser; and
- All other pupils (consider adult students & staff) at the school especially any actions that are appropriate to protect them.

Activity/Hazard (in the school day)	Risk Level (<i>high, med, low</i>)	Control (<i>strategy to be used</i>)	Reduction of risk/harm (<i>evidence of</i>)	Re-rated Risk Level	Risk Eliminated: E or Reduced: R	Additional Controls & include any strengths	Responsibility	Amendments after implementation	Review Agree frequency* Record outcomes

***when first implemented you should agree frequency of review as more frequent and this should be weekly to begin with and frequency is then reviewed regularly and when agreement is reached. There should be an end date of actions and any harm reduction put in place and you should reach a point of no harm or risk or due a change of circumstance & end this plan.**

AMENDMENTS TO THE PHYSICAL ENVIRONMENT/OTHER CHANGES TO ACCOMMODATE RISK

Activity/Hazard (in the school day)	Risk Level (<i>high, med, low</i>)	Control (<i>strategy to be used</i>)	Reduction of risk/harm (<i>evidence of</i>)	Re-rated Risk Level	Risk Eliminated: E or Reduced: R	Additional Controls & include any strengths	<i>Responsibility</i>	Amendments after implementation	Review Agree frequency* Record outcomes

APPENDIX C

Hackett's Continuum

Table 1 *Continuum of Sexual Behaviours adapted from Hackett (2011) and Hackett, Holmes, & Branigan (2016).*

Normal	Inappropriate	Problematic	Abusive	Violent
<p>Behaviour is developmentally expected</p> <p>Socially acceptable</p> <p>Consensual, mutual and reciprocal</p> <p>Involves shared decision making</p>	<p>Single instances of inappropriate sexual behaviour</p> <p>Socially acceptable within the peer group</p> <p>Behaviour is in an inappropriate context</p> <p>Generally consensual and reciprocal</p>	<p>Behaviour is problematic and concerning</p> <p>Developmentally unusual or socially unexpected</p> <p>Consent issues unclear</p> <p>May lack reciprocity or equal power</p> <p>May include compulsivity</p>	<p>Victimising intent or outcome</p> <p>Misuse of power</p> <p>Involve coercion or force</p> <p>Intrusive</p> <p>Lack informed consent or victim unable to give consent</p> <p>May include expressive violence</p>	<p>Physically violent</p> <p>Highly intrusive</p> <p>Instrumental violence, physiologically or sexually arousing to the perpetrator</p> <p>Sadism</p>