

Clipston Endowed Voluntary Controlled Primary School

Peer on Peer Abuse Policy

Do to others, as you would have them do to you – Luke 6:13



In this policy, the role of the governor states that they are responsible for ensuring the effective implementation, monitoring and evaluation of the policy. This - in practical terms - means that this is a day to day management responsibility usually overseen by the Head Teacher, and governors receive a report on the effectiveness of the policy when a policy is reviewed.

Presented to and adopted by the Governing Body: Autumn 2021

Proposed Review: Autumn 2022

Signed

Mrs Helen Bellamy: Chair of Governors

Our Mission

Be Kind ~ Be Your Best ~ Be Happy

Ethos

Recognising its historic foundation, Clipston Primary School seeks to serve its community by providing a connected and coherent education of the highest quality. We endeavour to preserve and develop our distinct religious character in accordance with the principles of the Church of England.

The school lives out its Christian virtues – Thankfulness, Kindness, Justice, Love, Forgiveness, Responsibility and Courage – and all those essential human values, which are common to good, kind and tolerant people of all faiths and none, through the daily experiences it offers to all its pupils.

Aims – Our School Vision

Clipston School aims to provide every child with high quality teaching and learning. It is the school's philosophy to foster within our pupils independence, a high level of self-confidence, a deep sense of self-worth, and an understanding and deeper appreciation of our Christian heritage.

To achieve this, we aim to:

- Enable all children to achieve their full potential, both academically, socially, personally, and morally in order that children expect the best of themselves.
- Promote spiritual development and the ability to grow and flourish as human beings.
- Support children in building relationships which reflect Christian values.
- Deliver a broad, relevant and challenging education, which is of a high standard and appropriate to an individual child's needs.
- Promote high standards of behaviour based on mutual trust and respect, developing responsibility and fostering self-discipline.
- Promote good citizenship, thus enabling individuals to make valuable contributions to wider society.
- Ensure equal opportunities for all.
- Provide a welcoming and stimulating learning environment in which everyone feels safe, happy and secure.
- Develop a sense of pride in belonging to Clipston Endowed VC Primary School.

To achieve these aims staff and governors work in partnership with parents, carers and the local community for the benefit of all the pupils.

“Do to others as you would have them do unto you” Luke 6:31

This policy has been developed using the Local Authority's exemplar.

Aims of this Policy

1.1 **Clipston Primary School** is committed to safeguarding and promoting the welfare of all children. We recognise that children may face different forms of abuse and we work together to protect children from harm. As well as being abused by adults, children can be abused by other young people. This is known as 'peer on peer abuse' or 'child on child abuse'. The school is committed to preventing peer on peer abuse and will protect children that may be suffering, or at risk of suffering harm perpetrated by another child. We recognise that peer on peer abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". We maintain an attitude of 'it could happen here' and act in the best interests of the child at all times.

Definitions

2.1 The following terms and associated definitions will be used throughout this policy.

- **'Staff' or 'members of staff'** refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of the school.
- **Child/children** refers to any young person under the age of 18.
- **Safeguarding and promoting the welfare of children** is defined 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.
- **Peer on peer abuse (or child on child abuse)** refers to any scenario where a child under the age of 18 abuses another child under the age of 18. It can take place online or offline. The children involved do not have to be the same age and the perpetrator may be older or younger than the victim. Peer on peer abuse (or child on child abuse) could include (but is not limited to);
 - bullying (including cyberbullying);
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - sexual violence, such as rape, assault by penetration and sexual assault;
 - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
 - upskirting, which 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;
 - sexting (also known as youth produced sexual imagery); and
 - initiation/hazing type violence and rituals.
 - abuse within intimate personal relationships and/or teenage relationship abuse;

Purpose of this Policy

3.1 This policy has been written to

- ensure that the school follows all statutory guidance and advice relating to peer on peer abuse;
- provide stakeholders with information about how the school works to prevent peer on peer abuse;
- provide stakeholders with information about how the school responds to concerns, disclosures and/or allegations relating to peer on peer abuse; and to
- provide stakeholders with information about how the school continues to support victims of peer on peer abuse following the conclusion of an investigation.

Legislation and Relevant Documentation

4.1 This policy adheres to and must be read alongside the school's Safeguarding and Child Protection policy.

4.2 All staff and stakeholders should also refer to the Safeguarding and Child Protection Policy in relation to any safeguarding matters or concerns.

4.3 This policy adheres to all statutory guidance and legislation, including (but not limited to):

- [Keeping Children Safe in Education \(2021\)](#)
- [Working Together to Safeguard Children \(2018\)](#)
- Children Act 1989 and 2004
- Data Protection Act (2018)
- General Data Protection Regulations (2018)

4.4 Rather than duplicating content from Keeping Children Safe in Education (2021) in this policy, it should be understood that the school will always refer to this document as the benchmark for all safeguarding practice.

Scope of this Policy

5.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of the school. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.

Roles and Responsibilities

6.1 Role of the Governors

6.1.1 The governors/proprietors will:

- Uphold all responsibilities under the school Safeguarding and Child Protection policy, Keeping Children Safe in Education (2021) and any other relevant statutory guidance.
- Ensure that the school's safeguarding and child protection policy includes all relevant information as outlined in Keeping Children Safe in Education (2021).
- Ensure that policies (including this policy), procedures and training in the school are effective and comply with the law at all times.

6.2 Role of the Head Teacher

6.2.1 The Head Teacher/Principal will:

- Uphold all responsibilities under the school safeguarding and child protection policy, Keeping Children Safe in Education (2021) and any other relevant safeguarding statutory guidance and legislation.
- ensure that this policy and all other relevant policies are followed by all staff.
- liaise with the Designated Safeguarding Lead about ongoing enquiries, particularly those under section 47 of the Children Act 1989 and police investigations.
- Ensure that the school curriculum includes education opportunities to minimise incidents of peer on peer abuse.
- Ensure that the school site promotes positive behaviour and minimizes the opportunity for peer on peer abuse.
- Safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties (in line with The Teachers’ Standards).

6.3 Role of the Designated Safeguarding Lead

6.3.1 The Designated Safeguarding Lead will:

- Uphold all responsibilities under the school Safeguarding and Child Protection policy, Keeping Children Safe in Education (2021) and any other relevant safeguarding statutory guidance and legislation.
- Undertake any training required to uphold their post and the responsibilities outlined in this policy.
- Act as a source of support, advice and expertise for staff in relation to peer on peer abuse.
- Manage disclosures of and concerns about peer on peer abuse.
- Make referrals to Children’s Services and the police as appropriate.
- Ensure that this policy is known, understood and used appropriately by all staff.
- Safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties (in line with The Teachers’ Standards).

6.4 Role of all staff

6.4.1 All staff will:

- Uphold all responsibilities under the school safeguarding and child protection policy, Keeping Children Safe in Education (2021) and any other relevant safeguarding statutory guidance and legislation.
- Make referrals to the Designated Safeguarding Lead in cases where they suspect cases of peer on peer abuse or become aware of cases of peer on peer abuse.
- Be made aware that children can abuse other children and the forms that this abuse could take.
- Be clear as to the school policy and procedures on peer on peer abuse.
- Be made aware that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.
- Report any concerns relating to peer on peer abuse to the Designated Safeguarding Lead immediately.
- Receive training in how to respond appropriately to incidents of ‘sexting’. Where incidents involve sexting or indecent images of children, members of staff will not

view, download, print or share images. The Designated Safeguarding Lead should be made aware of the incident immediately.

Training

- 7.1 The school will ensure that all staff have been trained to recognise and respond to peer on peer abuse.
- 7.2 Staff will receive this training as part of their annual training update in September every year, or during induction, as well as via regular updates during the year.
- 7.3 We recognise the gendered nature of peer on peer abuse. However, all staff will be trained to understand that all peer on peer abuse is unacceptable and will be taken seriously

Procedures to minimise peer on peer abuse

- 8.1 The school has a responsibility to minimise opportunities for peer on peer abuse. We do this by:
 - identifying concerning behaviours early
 - ensuring that staff know how to alert the DSL to these concerns
 - accessing Early Help processes as required.
- 8.2 We recognise that some children may be more vulnerable to peer on peer abuse than others. For example, children who have already experienced abuse, those that have special educational needs or disabilities (SEND), children living in care and children who are LGBTQ+ and/or have other protected characteristics under the Equality Act 2010 may be more likely to face peer on peer abuse than other children. We work to protect children with additional vulnerabilities by giving teaching staff the opportunity on a weekly basis to discuss concerns relating to vulnerable children at staff meetings.
- 8.3 We address peer on peer abuse through our curriculum, in line with [Relationships and Health Education](#). We use Jigsaw PSHE (Personal, Social & Health Education) as a resource to support this and our curriculum covers the following issues:
 - Being Me
 - Celebrating Difference
 - Dreams & Goals
 - Healthy Me
 - Relationships (including consent and healthy relationships)
 - Changing Me
- 8.4 We have developed a Child Friendly Peer on Peer Abuse Policy to use with children to support their understanding and development.

Responding to concerns or disclosures of peer on peer abuse

- 9.1 The school takes peer on peer abuse seriously and will respond to all concerns or disclosures of peer on peer abuse.

9.2 If a member of staff has a concern about peer on peer abuse, or if a child discloses peer on peer abuse to them, they will refer this to the Designated Safeguarding Lead, in line with the school's Safeguarding and Child Protection policy.

9.3 Upon receiving a concern, report or disclosure of abuse, the Designated Safeguarding Lead will decide what further action is necessary. This will vary depending on the type of peer on peer abuse and the severity of the incident/s disclosed. The Designated Safeguarding Lead will take contextual factors into account when managing the report.

9.4 The Designated Safeguarding Lead will always consider the following;

- the wishes of the victim in terms of how they want to proceed. The victims will 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: the level of coercion or threat, whether a crime may have been committed and consideration of harmful sexual behaviour;
- both the chronological and developmental ages of the children involved;
- any power imbalance between the children, including consideration of the age of children and whether children have special educational needs or disabilities;
- the impact on the victim;
- if the alleged incident is a one-off or a sustained pattern of abuse; and
- if there are ongoing risks to the victim, other children or school staff.

9.5 Depending on the nature of the incident/s, the Designated Safeguarding Lead may

- Seek further information from those involved and witnesses.
- Undertake a risk assessment to ascertain steps necessary to safeguard the victim, alleged perpetrator, adults and other children.
- Decide to manage the concern internally.
- Organise a meeting with relevant staff and agencies to assess risk and agree a safety plan.
- Refer the victim and/or the perpetrator to local services for Early Help.
- Refer the case to Children's Services via a MASH referral.
- Liaise with social workers working with children involved (if applicable).
- Make a referral to the police.

9.6 Supporting the victim

9.6.1 The school recognises that peer on peer abuse has a significant impact on young people and victims are likely to need ongoing support.

9.6.2 Appropriate support will be put in place for victims of peer on peer abuse whilst investigation is taking place and following the initial response. Support will continue for as long as it is needed and will be reviewed regularly to ensure the victim is receiving appropriate care.

9.6.3 The school will do everything we can to maintain the victim's normal routine.

9.6.4 The school will do everything we can to protect the victim from further bullying and harassment as a result of their disclosure.

- 9.6.5 At Clipston, this support will initially take the form of Time to Talk type sessions together with any advice from external agencies.
- 9.6.6 If a victim of peer on peer abuse moves to a new setting, the Designated Safeguarding Lead will share the necessary information to ensure that support for the child continues.

9.7 Supporting the alleged perpetrator

- 9.7.1 The school has a responsibility to ensure that an alleged perpetrator continues to receive a suitable education and will consider a range of options in continuing educational provision.
- 9.7.2 We recognise that children who perpetrate peer on peer abuse may be being abused themselves. The school will continue to safeguard the alleged perpetrator and provide them with support.
- 9.7.3 A plan to reduce the risk posed by the alleged perpetrator will be put in place as part of the risk assessment made following the alleged abuse.
- 9.7.4 If the alleged perpetrator moves to another setting, the Designated Safeguarding Lead will share information as necessary to safeguard the individual and other child at the new setting.
- 9.8 The Designated Safeguarding Lead will take advice from children's social care, specialist services and the police as necessary.
- 9.9 The school may choose to impose a sanction or punishment on the alleged perpetrator following an incident of peer on peer abuse. In this case, we will follow the school Behaviour Policy in determining the level and severity of sanction.
- 9.10 Where a child is cautioned or receives a conviction related to an incident of peer on peer abuse, the school will refer to KCSIE Part 5 for guidance as to how to manage this.

Local Arrangements and Making Referrals

- 10.1 The school adheres to local safeguarding arrangements, as outlined by the Northamptonshire Safeguarding Children Partnership.
- 10.2 For further details of how the school works with partner agencies in responding to safeguarding incidents (including incidents of peer on peer abuse), please see the school's Safeguarding and Child Protection Policy.

Record Keeping

- 11.1 The school will treat peer on peer abuse as a child protection concern and as such the record keeping will follow our established procedures initially using the Pink Form. These records are reported to Governors termly as a "number of incidents" figure. If a Risk Assessment is generated as a result of the incident, this will be kept with the incident paperwork and articulated to all staff.
- 11.2 Members of staff will follow the procedures for recording a disclosure outlined in the school's Safeguarding and Child Protection policy.

Parents and Carers

12.1 Parent/s and carer/s will be informed of incidents unless sharing information puts a child at greater risk of harm.

Appendix A: Further Resources

The school use a range of resources to support in minimising peer on peer abuse, training staff and responding to concerns or disclosures. This appendix details this additional documentation.

Preventing and Tackling Bullying Advice (2017), HM Government

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Sexting in schools and colleges: Responding to incidents and safeguarding young people UKCISS

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759007/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

School Exclusion Statutory Guidance (including changes to the exclusion process during the coronavirus (COVID-19) outbreak

<https://www.gov.uk/government/publications/school-exclusion>

Harmful Sexual Behaviour Procedures, Northamptonshire Safeguarding Children Partnership

http://northamptonshirescb.proceduresonline.com/p_sexually_harm_behav.html

Behaviour and discipline in schools (2016), Department for Education

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>