



Policy for Peer on Peer Abuse

Policy and Procedural Guidance

October 2017

1. Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should be aware of safeguarding issues from peer abuse including:

Bullying (including cyber bullying)

Gender based violence

Sexual assaults and sexting.

This abuse can:

Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences

Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm

Children or young people who harm others may have additional or complex needs e.g.:

Significant disruption in their own lives

Exposure to domestic abuse or witnessing or suffering abuse

Educational under-achievement

Involved in crime

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical. School staff, alongside their Designated Safeguarding Lead and/or Deputy, have to make their own judgements about each specific case and should this policy guidance to help.

2. Responsibility

Keeping Children Safe in Education (KCSIE), 2016 states that

'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with'.

It also emphasises that the voice of the child must be heard

'Governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, any system and processes should operate with the best interests of the child at their heart.'

Peer on Peer abuse is referenced in the Safeguarding and Child Protection Policy. The sensitive nature and specific issues involved with peer on peer necessitate separate policy guidance.

At Crook Primary, we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child's emotional and mental health and well-being.

3. Purpose of Policy

The purpose of this policy is to ensure that children are not subject to peer on peer abuse. The policy also includes a planned and supportive response to the issues. At Crook Primary we have the following policies in place that should be read in conjunction with this policy:

3.1. Anti-Bullying

3.2 On line Safety

3.3 Keeping children safe in school

3.4 Confidential Reporting Code.

4. Framework and Legislation

This policy is supported by the key principles of the Children's Act, 1989 that the child's welfare is paramount. Another key document is Working Together, 2015, highlighting that every assessment of a child, 'must be informed by the views of the child' and within that 'It is important to understand the resilience of the individual child when planning appropriate services. (Working Together, 2015:23) This is echoed by Keeping Children Safe in Education, 2016 through ensuring procedures are in place in schools and settings to hear the voice of the child.

5. Abuse and harmful behaviour

It is necessary to consider

what abuse is and what it looks like

how it can be managed

what appropriate support and intervention can be put in place to meet the needs of the individual

what preventative strategies may be put in place to reduce further risk of harm.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE, 2016). It is important to consider the forms abuse may take and the subsequent actions required.

Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as

abuse by adults and should be subject to the same child protection procedures.

Staff should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.

Staff should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.

Staff should be aware of the added vulnerability of children and young people who have been the victims of violent crime (for example mugging), including the risk that they may respond to this by abusing younger or weaker children.

The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or Sexual Abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or be at risk of suffering, significant harm and be in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.

6. Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

6.1. Physical abuse

This may include hitting, kicking, nipping/pinching, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

6.2. Sexually harmful behaviour/sexual abuse

This must always be referred immediately to the Designated Safeguarding Lead

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards. Sexually harmful behaviour may include

inappropriate sexual language

inappropriate role play

sexual touching

sexual assault/abuse

Sexting

6.3. Bullying

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and include:

An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

6.4. Online Bullying / Cyber bullying

Online Bullying / Cyberbullying is the use of technology (social networking, messaging, text messages, e-mail, chat rooms etc.) to harass threaten or intimidate someone for the same reasons as stated above.

Online bullying can take many forms

Abusive or threatening texts, emails or messages

Posting abusive comments on social media sites

Sharing humiliating videos or photos of someone else

Stealing someone's online identity

Spreading rumours online

Trolling – sending someone menacing or upsetting messages through social networks, chatrooms or games

Developing hate sites about another person

Prank calls or messages

Group bullying or exclusion online

Anonymous messaging

Encouraging a young person to self harm

Pressuring children to send sexual messages or engaging in sexual conversations

6.5. Sexting

This must always be referred immediately to the Designated Safeguarding Lead

The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often 'shared' via social networking sites and instant messaging services.

The UKCCIS: Sexting in schools and colleges 2016 guidance must always be followed.

6.6. Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The ceremony welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

6.7. Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – for example disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity.

6.8. Teenage relationship abuse

Teenage relationship abuse is 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. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner. This abuse may be child sexual exploitation.

7. Expected staff action

Staff should consider the seriousness of the case, and make a quick decision whether to inform Designated Safeguarding Lead immediately before taking any further in-school actions. The DSL should always be informed of peer on peer abuse.

8. Recognising peer abuse:

An assessment of an incident between peers should be completed and consider:

- Chronological and developmental ages of everyone involved

- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability

- All alleged physical and verbal aspects of the behaviour and incident

- Whether the behaviour involved inappropriate sexual knowledge or motivation

- What was the degree of physical aggression, intimidation, threatening behaviour or bribery

- The effect on the victim

- Any attempts to ensure the behaviour and incident is kept a secret

The child or young person's motivation or reason for the behaviour, if they admit that it occurred

Whether this was a one-off incident, or longer in duration

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. Avoid language that may create a 'blame' culture and leave a child labelled.

Staff will talk to the children in a calm and consistent manner. Staff will not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

8.1. Taking Action:

Always take complaints seriously

Gain a statement of facts from the pupil(s)

Assess needs of victim and perpetrator

Consider referral to Police or Social Care

Contribute to multi-agency assessments

Record all incidents and all action taken

Has this been a deliberate or contrived situation for a young person to be able to harm another?

Follow safeguarding procedures and/or school behaviour policy and guidelines.