

## PEER ON PEER ABUSE POLICY



### Review Details:

Next review due:	May 2020
Committee responsible:	Staffing and Curriculum Committee
Document location	Teachers Shared J:Drive - Policies

Version	Approved by	Date approval	Key changes
1.0	FGB	12/01/19	

(Also refer to Safeguarding and Child Protection Policy, E-Safety Policy and Behaviour Policy)

**Equality Impact Assessment (EIA) Part 1: EIA Screening**

<b>Policies, Procedures or Practices:</b>	Peer on Peer Abuse Policy	<b>DATE:</b>	January 2019
<b>EIA CARRIED OUT BY:</b>	A Walters	<b>EIA APPROVED BY:</b>	A Walters

**Groups that may be affected:**

<b>Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)</b>	<b>Existing or potential adverse impact</b>	<b>Existing or potential for a positive impact</b>
<b>Age</b> (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
<b>Disability</b> (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		X
<b>Gender reassignment</b> (transsexual)		X
<b>Marriage and civil partnership</b>		N/A
<b>Pregnancy and maternity</b>		N/A
<b>Racial groups</b> (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		X
<b>Religion or belief</b> (practices of worship, religious or cultural observance, including non-belief)		X
<b>Sex</b> (male, female)		X
<b>Sexual orientation</b> (gay, lesbian, bisexual, transgender; actual or perceived)		X

Any adverse impacts are explored in a Full Impact Assessment.

## 1. Rationale

1.1 At Coniston Primary School, we want to make sure that children feel looked after, safe and happy when they are in and out of school.

1.2 Sometimes we don't know if something bad is happening, so we encourage children to tell us.

1.3 We can help children by:

- Teaching them what peer-on-peer abuse is.
- Teaching children what to do if they feel like they are being abused, or if someone else is being abused.
- Making sure children know the adults that they can speak to if they are worried.

## 2. What is peer on peer abuse?

2.1 A **peer** is someone who might be your child's friend, a child at school, or another child outside of school who may be a friend or relative.

2.2 **Abuse** is something which usually physically or emotionally hurts another person by using behaviour that is meant to scare, hurt or upset that person.

2.3 Sometimes, it can be hard to know when abuse is happening, because not all abuse will hurt, scare or upset, and the child might not know it is happening.

2.4 There are a number of different types of peer on peer abuse as follows:

## 3. Bullying

3.1 Bullying is a type of peer on peer abuse. To find out how the school prevents and responds to bullying, please read our Anti-bullying Policy.

## 4. Sexting

4.1 Sexting is sending inappropriate pictures, videos or messages – they can sometimes be called 'nude pics', 'rude pics' or 'nude selfies', but can also be rude messages.

4.2 In addition, sexting is pressuring someone into sending these pictures, videos and messages is abuse.

4.3 It is illegal to have these kind of pictures or videos of a person if they are under 18 years old.

## 5. Sexual Harassment

5.1 Sometimes, people can act sexually towards others and it might make them feel uncomfortable. This can happen

online, on social media, through messages and face-to-face. It might make someone feel scared, embarrassed, uncomfortable or upset.

## 5.2 Sexual harassment could be:

- Someone making sexual comments, like telling sexual stories, saying rude things or saying sexual things about someone's appearance or clothes.
- Calling someone sexual names.
- Sexual jokes or teasing.
- Being physical, like touching which makes you feel uncomfortable, messing with your clothes, or showing pictures or drawings which are of a sexual nature.
- Being sexual online, like sharing sexual pictures and videos, or posting sexual comments on social media.
- It might also be sexual threats or pushing you to do something sexually that you don't want to or aren't ready for.

## 6. Relationships

6.1 Children are taught, during Relationship and Sex Education (RSE) and PSHE lessons, that any relationship you have should be good and happy. A bad relationship might make someone feel scared, confused, worried and even unsafe.

6.2 Children are taught that good relationships are characterised by:

- Being comfortable around that person.
- The ability to be honest with that person.
- Being supportive
- Makes you feel safe.
- Mutual trust.
- Equality – both people having an equal influence.

6.3 Children are taught that bad relationships are characterised by:

- Violence or threats towards you, your friends or your belongings.
- Being told what you can and can't do.
- Feeling unsafe or scared.
- The person calling you names, making you feel bad in front of other people and/or making you feel bad about yourself.
- Anger exhibited by the other person which might make you feel anxious.
- Pressure to do something which you might not feel you should do (including sexual or illegal acts).

## 7. How the school prevents peer on peer abuse?

7.1 The school aims to prevent peer on peer abuse by:

- Teaching children about peer on peer abuse in Relationship and Sex Education lessons, PSHE lessons, assemblies and circle times.
- Looking for behaviours which may indicate peer on peer abuse e.g.

- a) Not going to school.
- b) Having injuries, like bruises.
- c) Feeling anxious.
- d) Becoming withdrawn or shy.
- e) Complaining of being ill.
- f) Not being able to sleep, sleeping too much or getting nightmares.
- g) Using alcohol or drugs.
- h) Changing looks to look much older.
- i) Being abusive to someone else.
- j) Describe inappropriate relationships.

7.2 The school monitors and records small changes of behaviour through our Child Protection Concern forms. This is reviewed daily by the Designated Safeguarding Lead.

## 8. How does the school address accusations of peer on peer abuse?

8.1 The school will record any incidents or concerns on the Child Protection Concern form.

8.2 Parents will be informed and any incidents discussed at the earliest opportunity.

8.3 **If the peer to peer abuse is bullying behaviour**, then the school's anti-bullying policy is followed.

### 8.4 **If the peer to peer abuse involves sexting then:**

- Parents will be immediately informed.
- If a member of staff is informed that a child's phone which is in school contains inappropriate images they will not look at these images themselves but will bring the phone to the Designated Safeguarding Lead (DSL).
- The DSL will not check the phone for any inappropriate photographs but will ask the parents to come to school to check the phone in their presence. Any devices containing explicit photographs will be sealed in an envelope and placed in the school safe until parents arrive to check the phone in the presence of the DSL.
- A full account of the incident including all those involved will be taken by the DSL.
- The Designated Safeguarding Lead will discuss the incident with the Access & Response Team (ART) to gain advice as to whether the incident is judged to be the result of 'exploration' (where there is no coercion and limited or no understanding of the sexual nature of the images) or 'Exploitation' (where there is coercion and/or an understanding of the sexual nature of the images). The age/ stage of the child/ren involved will be a contributing factor in this judgement.
- If the incident is judged to be the result of 'Exploration' then parents will be given advice on improving E-safety measures at home and the children involved will be provided with support in understanding why this is inappropriate. Parents will be asked to delete any photographs in the presence of the DSL.
- If the incident is judged to be the result of 'Exploitation' then a referral will be made to ART and Child Protection procedures followed.

8.5 **If the peer on peer abuse is the result of sexual harassment** then the school's behaviour and/or Anti-Bullying policies will be followed. If the harassment is judged to be 'exploitation' (see definition above) then child protection procedures will also be followed.

8.6 **If the peer on peer abuse is the result of a negative or coercive relationship** then a combination of approaches will be used depending on the nature of the incidents and relationship.