



Great Marsden St. John's Primary - a Church of England Academy.

### **Our Vision**

**Our children will experience love, respect, faith and success as unique individuals within our school community and the wider world, now and in the future.**

### **Our Mission**

**“We ask that Christ will live in our hearts through faith making us rooted and grounded in LOVE.”**

### **Peer on Peer Abuse Policy.**

#### **Introduction**

Great Marsden St. John's is committed to a whole school approach to identifying, tackling & responding to peer on peer abuse, sexual harm/violence and harassment.

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

#### **The Context**

This policy should be read in conjunction with:

- [Keeping Children Safe in Education. Statutory Guidance for schools and colleges](#)
- [Sexual Violence and Sexual Harassment between Children in Schools and Colleges.](#)
- 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 school approach to ensure the prevention, early identification, and appropriate management of peer on peer abuse in our school and beyond.

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.

#### **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;



## Great Marsden St. John's Primary - a Church of England Academy.

- 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 tell us that girls are more frequently identified as been abused by their peers and more likely to experience unwanted sexual touching, and sexual harassment. However, we are aware as a school 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.

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

This school has other policies Anti- Bullying and Internet Safety 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.

### 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 but also that the majority of our children are below the age of criminal responsibility. Therefore, we will inform parents/carers of the incident and do some age appropriate work with the child about tolerance and discrimination.

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

The Trust CEO will be informed.

### 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 a school we use the Brook Sexual Behaviour Traffic Light Tool Kit to assist in determining healthy,



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problematic and harmful sexual behaviours in children.

Using a tool 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 school.

### 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 on My Concern. The response will be proportionate to the act and age of the child/ren.

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

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 have 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.

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 school staff; or other related issues in the wider context?

Whilst the school 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



Great Marsden St. John's Primary - a Church of England Academy.

apart on school premises, including transport to and from the school;

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.

### Responding to an incident/disclosure

Where abuse or violence, including sexual harm and/or sexual harassment, has taken place outside of school 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 school; we will use our procedures as set out by the schools child protection and safeguarding policy. This will mean a referral to the police and a referral to Children's 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.

### Reporting

Following careful consideration of the age and maturation of the children involved, the 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.

### Sanctions

We will consider the sanctions available to use as school in reference to our Behaviour Policy, Anti Bullying Policy and Safeguarding Policy.

We recognise disciplinary actions rarely resolve issues of peer on peer abuse and this school 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.



Great Marsden St. John's Primary - a Church of England Academy.

### **The Role of the Trust.**

The Trust (CEO/COO) will need to be aware of the complexities when an incident or incidents come to light, and when staff in the school 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 a school and Trust 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 schools also feel pressures from external sources e.g. the local community and the media.

It is important that the Trust is informed and can help with a consistent approach and policy on such matters.

### **Multi-Agency Working**

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

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 school and in our local community.

### **Prevention and Training**

Great Marsden St. John's 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 school and in a school day and beyond.

Our Christian culture and ethos alongside the formal taught curriculum, especially in PSHE, are key in establishing an atmosphere of tolerance and respect.

We will ensure that all our pupils know who to talk to, how to receive advice and help within the school.

### **Management of the Policy**

We will ensure all relevant bodies 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 often using 7 Minute Briefings as well as annual Safeguarding update training.

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

The School Designated Safeguarding Lead/ Deputy DSL will take on a lead responsibility to ensure all staff are trained in the use of the available assessment tool.

We will ensure that parents/carers are made aware of this policy and its availability on the school website.



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