Derbyshire Schools/Colleges/Education Settings

Guidance

Peer on Peer Abuse, Problematic / Harmful Sexual Behaviours in Children and Young People

Model Policy

Peer on Peer Abuse

Document name	Guidance & Model Policy Peer on Peer Abuse Non-Statutory
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Date approved	Oct 2019 V1
Review date	Oct 2020 V2

INTRODUCTION

This guidance and model policy template has been developed for Schools / Educational settings within Derbyshire, alongside consultation with the Derbyshire Youth Offending Service. It has been adopted from recognised models, resources and tools, which are currently available.

A child and young person as described in the guidance and model policy is a child and young person up until 18 years of age.

A school as described in the guidance and model policy can apply to a school, college, or any other educational setting.

This guidance 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 dealing with Child on Child Sexual Violence and Harassment.

- **Sexual Violence and Sexual Harassment between Children in Schools and Colleges.** Dfe, May 2018; guidance for HeadTeacher, Principals, Senior Leadership teams and designated safeguarding leads.

- **Sexting in Schools and colleges: Responding to incidents and safeguarding young people.** UK Council for Internet Safety

- **Teaching Online Safety in Schools, DfE 2019**

- The Voyeurism Act, 2019 (Section Up skirting)

And the relevant

Procedures set out by the local Derby City & Derbyshire Safeguarding Childrens Partnership

What is Peer on Peer Abuse?

All children and young people are capable of abusing their peers. This can manifest itself in a whole spectrum of behaviours including:-

- Sexual violence and harassment;
- Physical abuse;
- On- line sexual offences (Technology assisted harmful sexual behaviour)
- Initiation /hazing type violence and rituals.

All schools need to include peer on peer abuse in their schools' policies and procedures and all school staff need to be aware of this guidance/policy, ensuring they are part of their practice.

These should include:

- Procedures to minimise the risk of peer on peer abuse;
- How allegations are recorded, investigated and dealt with;
- Clear processes as to how victims, perpetrators and any other children affected will be supported;

- That responses to sexual violence and sexual harassment between children of the same sex is equally robust as it is for sexual violence and sexual harassment between children of the opposite sex;

- Recognition of the gendered nature of peer on peer abuse but recognising that all forms of this behaviour is unacceptable and will be taken seriously;

- All schools should have strategies in place around wider behaviours including on- line sexual offences, sexual harassment and sexual violence.

Sexual Harassment

This can be defined as 'unwanted conduct of a sexual nature' that can occur either online and/or offline. Sexual harassment is likely to:

- Violate a child's dignity,
- Make them feel intimidated, degraded or humiliated
- Create a hostile, offensive or sexualised environment.

It can include

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;

Sexual Violence

Sexual violence covers a spectrum of behaviour. It can refer to sexual offences under the Sexual Offences Act 2013. This includes:-

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Other
Communications Act 2003

Contains offences relevant to the distribution and possession of images of children.

Voyeurism Offences Act 2019

A new Act under the umbrella of sexual offences. It creates 2 new offences criminalising someone who operates equipment or records an image under another person's clothing (without that person's consent or a reasonable belief in their consent) with the intention of viewing, or enabling another person to view, their genitals or buttocks (with or without underwear), where the purpose is to obtain sexual gratification or to cause humiliation, distress or alarm.

Consent

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom.

Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

It is important to know that:-

- • A child under the age of 13 can never consent to any sexual activity;
- • The age of consent is 16;
- • Sexual intercourse without consent is rape.

It is also important to differentiate between consensual sexual activity between children of a similar age and that which involves any power imbalance, coercion or exploitation.

It is important that schools consider sexual harassment in broad terms. Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Children and young people with Learning Disabilities

They are recognised to be more vulnerable to sexual abuse and to displaying problematic /harmful sexual behaviour. A higher proportion referred for harmful sexual behaviours were assessed as having a learning disability.

Children and young people with learning disabilities may:
- Have less understanding that some sexual behaviours are not acceptable;
- Receive less sex and relationship education than other children and young people;
- Have fewer opportunities to establish acceptable sexual relationships;
- Struggle with social skills generally;
- Relate more easily to children younger than themselves (which may contribute to potentially harmful relationships).

Contextual Safeguarding

All staff in the school, should be also be considering the context within which incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means you need to consider whether wider environmental factors are present in a child's and YP's life that are a threat to their safety and/or welfare e.g. - Cyberbullying, unregulated access to the internet, extra familial abuse- sexual exploitation, county lines, gangs.

Media and Social Networking

Due to the social media and the internet compared to previous generations there is an increasing number of children and young people accessing sexual imagery, pornography and illegal pornography.

There is a more normalisation of casual sexual behaviours among peers. Younger children are exposed to older siblings. Other family members may be discussing or sharing sexual activity on line. Some children and young people live in highly sexualised environments.

For some children this will have an impact on developing sexual behaviours and using sexual language. These children may not fully understand that this might be unacceptable and that there would be consequences, for example, there is a link with this to the rise of problems around on-line sexual offences.

Sexual Behaviours

Sexual behaviours in children and young people can be seen on a continuum ranging from "healthy" and developmentally appropriate, through "inappropriate" and "problematic" to "abusive" and "harmful" (Hackett, 2010)

(Appendix A) Explains Hackett's Continuum and is a recommended **pre-screening tool** to consider, in order for you to help you think about the presenting behaviours of a child and young person in your school, that is causing you some concern.

Recent Research:

Suggests that children and young people who abuse may have suffered considerable disruption in their lives, been exposed to trauma in the family, may have witnessed or been subject to physical or sexual abuse , have problems in their educational development and may have committed other offences. Such children/YP should be seen in the context of a child in need and some may be suffering or have suffered significant harm. They can be both problematic/harmful and also victims of abuse. These factors are not to be ruled out when identifying and assessing children/YP's causing you a concern in your school/setting.

Explaining and Understanding Normal Healthy Sexual Development

When considering problematic/ harmful sexual behaviour, ages and the stages of development of the children are critical factors to consider. Additionally, an understanding of a child's functioning level, (e.g. - chronological age, developmental age is required). A child may function at a much younger developmental age and would be acting out behaviours seen as healthy if they were younger, but which become inappropriate/ problematic due to their chronological age.

Key characteristics of healthy sexual behaviours (mainstream children, most will apply to special educational needs):

- Mutual & Consensual;
- Exploratory- age appropriate behaviour;
- No intent to cause harm:
- Light hearted, fun, humorous;
- No power imbalances;
- 0-4 yrs.- shed own clothing;
- The child's interest in sex is balanced by curiosity about other aspects of his or her life.
- Natural and healthy sexual exploration may result in embarrassment but does not usually leave children with deep feelings of anger, shame, fear or anxiety.
- If children are discovered in sexual exploration and instructed to stop the behaviour the behaviour generally diminishes, at least in view of the adults.

Explaining and understanding Problematic Sexual Behaviours

Some indicators of problematic behaviours:

- Between children; if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not (the greater the age gap the greater the risk);
- A younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature;
- The child/YP has greater knowledge in comparison with other children of the same age;
- Some low level incidents over clothing;
- The child/YP is overtly interested in sex to the exclusion of other activities;
- Preoccupation with sexual words, body parts, and sexual activity;
- Repeated display of sexual body parts in public;
- Persistent secretive sex play with other children having been told not to;
- Other children complain about then child's sexual behaviours;
- The child/YP continues to exhibit sexual behaviours when told by an adult to stop;
- The child/YP exhibits unusual toilet behaviours;
- The child's/YP's drawings show genitals at the focal point;

Explaining and understanding harmful sexual behaviours

Some indicators of harmful behaviours:

- The child/YP manipulates other children to touch, hurt own their own genitals;
- The child/YP uses trickery, bribery, or force in sexual behaviours;
- Incidents are frequent and increasing in frequency, and the child's focus on them is disproportionate to other aspects of their life.
- A child/YP who has frequent erections or vaginal discharge;
- A child/YP does not take responsibility for their behaviours and blames others or feels strong sense of grievance or entitlement;
- There are often other difficult behaviours such as conduct disorder's, mental health issues, anger management, anxiety, being clingy, aggression, disruption, poor peer relationships
- A child/YP engages in sexual activities with animals.

Your own experience and values

As an adult and a practitioner working with children and young people; you need to consider your own values and experiences. Having an understanding of what is "healthy, "problematic" or "harmful" from research should assist you to re-evaluate when thinking about the child/YP who is causing you the concern; this has to be regardless of your own and others culture, beliefs, faith and own experiences.

Using Tools

In order to assess a child's/YP's behaviour, schools need to identify who is the best practitioner to undertake a review.   This is likely to be the Designated Safeguarding Lead, who has also consulted with all other school practitioners involved with, and who best knows the child.

Using the Hackett Continuum as an initial checklist and prompt **(Appendix A**); we recommend that you go onto to complete the Brook Traffic Light Tool **(Appendices B).**

The Brook Traffic Light Tool, uses a traffic light system to categorize the sexual behaviour's of children. This is a nationally recognised tool which is available to help both parents/carers and practitioners to:

- Make decisions regarding safeguarding children and young people
- Assess and respond appropriately to sexual behaviour in children and young people
- Understand healthy sexual development and distinguish it from problematic/ harmful behaviour

By categorizing sexual behaviour's as green, amber or red, the Designated Safeguarding Lead can work to the same standardised criteria when making decisions; this can help protect a child/YP and other pupils using a unified approach within the school.

The Brook website provides all the information, guidance and resources on the acclaimed Traffic Light Tool.

A copy of the Brook Tool to download can be found here:

We have also provided a word version of the document **(Appendices B)**

The Traffic Light Tool helps you indicate where the child/YP may sit on this spectrum. You must read the supporting guidance available which expands upon other factors, like the child's/YP's lived experience and what to consider when you have completed the tool and identified the child/YP to be in the green, amber, red spectrum.

As a practitioner, it is a document to share with parents/carers and other agencies if communicating levels of concern and reassurance.

You may decide to undertake further mapping, to give a more in depth understanding of a child's/YP's behaviours, why they are engaging in the sexual behaviours including in what context. For this we recommend, Carol Carson and AIM Model 2016 (Assessment, Identification and Moving On) **(Appendices C)** for children under 12 and adolescents. There are additional guidance's available for children and young people with LD, SEN and ASD.

Further checklists like these may assist where you are building a pattern of concern and want to be able to provide evidence to assist with early help, and or step up into statutory social care services. They can provide a framework for professional decision making, and can reduce the chances of minimising concerning behaviours or overreactions to behaviours that are healthy and or borderline problematic. Identifying patterns of their behaviours can help focus limited resources and time in a more targeted and effective way eg- targeting risk management and intervention in the most problem areas in the school or setting.

There are three main checklists:

- Checklist for understanding younger children under 12's; **(Appendices C)**
- Checklist for understanding adolescents and includes those with emotional and mental health needs **(Appendices C);**
- Guidance and Checklist for children and adolescents with learning disabilities. **(Appendices C.1 & C.2)**

And additional guidance for:
- SEN **(Appendices C.3)**
- ASD **(Appendices C.4)**

Guidance on how to use these checklists are provided in **(Appendices C.5)**. There is also a Checklist Outcome and Intervention guide **(Appendices C5)** Using this guide helps you think about responding to behaviours.

Responding to behaviours/incidents

Having completed any of the tools which indicate low problematic-low indicators of medium problematic it is recommended that you develop an "in school" Safety and Support Plan for this child/young person. You may have a general risk assessment you can adapt. The plan needs to be child /Yp specific to their needs and behaviours of concern, and should also include any other difficulties whilst in school around their learning, wellbeing and development.

The plan should have:
- Has the agreement of parents/carers;
- Is seen as part of the holistic approach to the child/Yp in the school;
- Addresses monitoring in school both classroom and free time;
- Addresses any learnt behaviours;
- Addresses any early intervention- additional nurture, groups, tactile behaviours, time out etc-
- Identifies the need for other assessments eg- SEN/D, Educational psychology, unmet possible health needs;
- Looks at any available funding , or need for additional TA/pastoral support;
- Is regularly reviewed at intervals and with parents;
- Is proportionate to the concern/allegation.

Having completed any of the tools which indicate problematic medium- high / harmful sexual/violent behaviours; schools should in the first instance consider making a referral into Childrens Social Care Services and/or notify and liaise with the child's/YP's allocated principal worker. If there is evidence of significant harm, this is safeguarding and a referral must be made as prescribed under local safeguarding procedures. In addition schools must have regard to the statutory guidance, Keeping Children Safe in Education and the relevant sections outlining the responses to sexual violence, harassment and peer on peer abuse.

The recommendation is for problematic medium- high / harmful sexual/violent behaviours an "in school" HSB Risk Management Plan **(Appendices D)** (See section on Risk Management)

 Schools should also:

- Work with the service open to that child/YP;
- Work in a multi-agency approach;
- Consider making a referral to CAHMS;

- Consult with a Senior School Advisor/senior point of contact in a trust, and Educational Psychology;
- Consider behavioural strategies and responses;
- Share the concerns with the parent/carers including them into any meetings, assessments, behavioural strategies and responses;
- Where possible share the concerns with the child and include them into any decision making in how they are to be managed in the school;
- Undertake either a support and safety plan or an In School HSB Risk Management Plan **(Appendices D)** which identifies how to supervise and manage the child/young person. This includes assessing any risk to other pupils.
- When your plan is drafted, arrange for a planning meeting with all the professionals involved, including the parent/carers in order that any relevant information can be shared, the plan is discussed and reviewed, giving opportunity for any other factors to also be considered.
- In some cases where the child/YP may not currently be in school arrange a planning meeting to discuss and plan for any return using the plan.
- You may need to take legal advice around the law with regard to rights to an education when thinking about study leave, off site or alternative teaching , suspension and/or exclusion;

For both low problematic-low indicators of medium problematic and problematic medium-high / harmful sexual/violent behaviours schools should also consider the following contextual concerns:

- The context of the potentially or actual harmful behaviours in relation to the child/YP in the school;
- Any siblings either at the school or another school, and any impact;
- The victim and any impact, especially if the victim/s is in the School;
- The safety of others within the school/Setting;
- Being able to provide a realistic level of supervision;
- A level of supervision with an aim to prevent repeat harmful behaviours;
- Motivation and capacity of the child or young person to engage, co- operate and comply;
- Motivation of a child to want to change;
- Managing confidentiality concerns- parents, the wider community, media, or complaints.

In addition schools should expect to have information shared with them from the relevant agencies e.g.- the police, youth offending, etc. If it is known that:

- A child/YP is exhibiting problematic/harmful behaviours;
- Has been subject to an allegation in a previous establishment ;
- Where there has been an incident in the home or community;
- A chid/YP is subject to an allegation and/or conviction and is been transferred to another school.

Risk Management

The "in School" HSB Risk Management Plan **(Appendices D)**

This plan is to be used once the behaviours have been identified to be medium- high / harmful sexual/violent behaviours and or where the school is aware of additional factors:

- The child/YP has an allegation or allegations made against him/her;
- The child/YP may be under police investigation and/or is facing sexual offence charges;
- The child/YP has been charged and/or convicted of sexual offences and/or have orders restricting contact to peers.
- The child/YP may have been given an Out of Court disposal such as a Youth Conditional Caution, or diversionary interventions.

The 'In School' Risk Management Plan, is a school based tool and should be used by a senior Designated Safeguarding Lead being a member of the Senior Management Team. It should be used as part of a multi-agency approach and involve any agency or worker who may be working with the child. The plan relies upon the child and parent/carer engaging with the process.

It is an additional tool to help manage any risks identified whilst the child is in the school and particularly where any alleged victim is also present in the school. It can act as a tool to help protect that child against any further allegations and help to keep other pupils safe.

It is a plan where the child needs to be made aware and participate in. It has to be shared with the parent and be subject to continuous and regular review.

The In School HSB Risk Management Plan is a confidential document and should be treated as a child protection record, retained on the child's file. The completed document must not be shared with third parties without permission and clarification on a needs to know basis.

It is extremely important that this tool is aimed at harm reduction and must not be used in the context of managing a risk or monitoring for the whole duration for the child's/YP's schooling.

The risk management process should be proportionate to the risk, there must be regular reviews, with an aim in reduction of the harm & relaxed monitoring.

There should be an end date of actions with any harm reduction evidenced reaching a point of no harm or risk; therefore, ending the management plan, or ending the plan due to a change of circumstance. If you are unable to do this you must seek further advice as to why this has not been achievable.

If a child is convicted or receives a caution for a sexual offence, the risk management plan must be reviewed and updated ensuring all relevant protections are considered for this child/YP, any victim (if in the school), and all the other pupils/students. All courses of action must be considered in light of the information, actions should be within reason and proportionate.

Where incident/s are classified as no further action by the police and/or The Crown Prosecution Service; or where there is a not guilty verdict, you should continue to offer support to the victim/s and the alleged abuser for as long as is deemed necessary.

Where there is a not guilty verdict or a decision not to progress this will be traumatic for the victim/s and their parents/carers. If an allegation cannot be substantiated this does not necessary mean it is unfounded. A school will need to continue to support all parties, review the information, and where required, update the In School HSB Risk Management Tool and victim/s support plan.

If a decision is taken that a plan (management tool) is required, you must:
- Identify who is going to talk through the plan with the child/YP and assist the parent/carer in their understanding of this;
- Identify who is to oversee the plan within the school;
- Identify who is going to meet with the child/YP and carry out work on the behaviour's which present risks;
- Identify who is going to support the parent/carer;
- Identify who is going to monitor whether the child is following the agreed plan, and to understand that any behaviour's which break this will result in an urgent review.
- Ensure that the parents/carers have a right to information, respect and participation in matters that affect them.

You must also:

- Involve all those who are relevant and part of the child/YP's management and care;
- Establish regular reviews of the plan and related issues;
- Ensure that all of the requirements of the plan In School are being implemented and is consistent;
- Regularly assess the defined risks and any reduction or escalation of;
- Evaluate the effectiveness of any actions taken.

Victim Support Plans

Where there is a need for either a safety and support plan or the In School HSB Risk Management Tool **(Appendices D),** and where there is both the alleged victim and abuser, in the school, you should also complete a Schools own 'Victim Support Plan'

It is crucial to support the needs of the victim; listen to their concerns and that of the parents/carer, be prepared for emotions to run high if the alleged abuser is in the school or requesting to return to the school. The needs of the victim is paramount and will require careful management with regular communication and review.

A record of regular meetings must be kept along with a separate support plan. This needs to involve both the child, and their parent/carer. These records must then be shared with the parents/carers where possible.

Issues for the school to consider when devising a Support Plan:

- Are there any times when both would be in the same class or room together? – (house structures – all year assemblies or vertical tutor groups – do changes need to be made?) – If changes need to be made consider whether 'victim' may feel safer if no changes are made to their timetable, and consider why should they have to make changes;

- Are there any times which both may be in the same area of the school – (Comparison of timetables);

- Periods of free time in the school and how this is managed;

- If the 'victim' is feeling angry – how would they be able to leave the class without questions being asked,

- Who is the child's point of contact should they need to talk – who would be available if that staff member is not in school;

- If there is a joint friendship group – how to explain the need for no contact;

- If time off school is needed (for interviews etc) how to explain this to friendship groups;

- Are there siblings at the school who would also benefit from being in different forms/ house/hall and classroom structures;

- If no charges pursued how then will child/young person need support in school;

- There may be a sense of what is the point in getting this far when no one pursuing charges and therefore consider the feeling of not believed;

- A need to ensure that the 'victim' knows that someone believes them and they have someone to talk to and somewhere safe to go.

- If no charges pursued, does family need support – counseling;

- What help can school give – signposting, counselling etc.;

- The need to have a point of contact for parent(s) who will listen to them and know the story without the need to go through the story again and again;

- That the parents can complain if they feel the victim's needs are been ignored or not met.

Record Keeping

A Child Protection/Welfare file/online record should be started for an individual pupil as soon as the school is aware of any child protection/welfare concerns about them. This includes issues relating to peer on peer abuse.

All records of Child Protection/Welfare Concerns, disclosures or allegations must kept together and treated as sensitive confidential information.

Information on peer on peer abuse should be kept separately from the child's General School Records. The information should be shared only with those on a need to know basis (DSL, Pastoral team) and with the relevant parent/carer and young person whom the record or tools are held on.

Pupils should be informed that any disclosures they make will be treated sensitively but may need to be shared with other professionals if it is considered necessary to protect the child, another peer or someone else from harm.

A chronology is a record of significant events for the individual pupil. The importance of understanding concerns for a pupil in the context of a concerning history, and incidents or other known information cannot be underestimated and should be used to help form decisions when considering levels of risk or when supporting a victim.

Preventative Approaches

As well as having strategies for dealing with incidents schools should consider what they can do to foster healthy and respectful relationships between peers, including through Relationship & Sex Education and Personal, Social Health & Economic education.

The most effective approaches are longer term and involve all the pupils. In schools, there needs to be a preventative education programme tackling issues from an early age like consent, and healthy relationships. The school should support this by having a behavioural policy which underpins this and the ethos of the school, with strong pastoral support.

Having a recognised sex and relationship curriculum embedded into the school, should aim to raise awareness in children and help reduce causing harm to others. Such an approach should be developmental to take into account all children, at their stage of development and at the cognitive level of the child in the school.

There are recognised effective external organisations that can assist to develop a safeguarding curriculum. The NSPCC, Safer Internet UK, UKFeminista are specific resources which can help reduce causing harm.

Ofsted have recognised this and will look for a broad and balanced curriculum and one with safeguarding embedded. Compulsory sex and relationship and healthy relations will help establish this in 2020.

Helpful links & information

NSPCC

The NSPCC website has a range of information and resources available to help you in school and in particular programmes in schools to help pupils keep safe.

Lucy Faithful Foundation

The Lucy Faithful Foundation is the only UK wide charity dedicated to tackling Child Sexual Abuse and offers a range of services for parents and professionals. They will provide advice and consultation, and where abuse has taken place they will work with all those affected by it, including abusers, young people with harmful sexual behaviours and victims

Stop It Now

Lucy faithful have an anonymous self-refer on line space to get help and advice about on line behaviour

ukfeminista.org.uk

An on line free education resource hub on how to tackle sexism in the classroom

Parents Protect

A helpful website for parents to gain a better understanding of their child's or young person behaviour and where to get advice and support

Child Net Step Up, Speak Up

Step Up, Speak Up! Childnet, a practical campaign toolkit to address issues of online sexual harassment amongst young people, 13-17 years, it includes a range of resources for young people and teaching professionals who work with them.

Aim Project

The Aim project. Understanding and managing problematic and harmful sexual behaviours

SWAAY

Holistic care for children who are affected by sexually harmful behaviour

Model Policy
Peer on Peer Abuse
HASLAND JUNIOR SCHOOL

Introduction

Hasland Junior School is committed to a whole school 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.

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, May 2018; guidance for HeadTeacher, Principals, Senior Leadership teams and designated safeguarding leads.

- **Sexting in Schools and colleges: Responding to incidents and safeguarding young people.**
  UK Council for Internet Safety

- **Teaching Online Safety in Schools, DfE 2019**

- **The Voyeurism Act, 2019 (Section Up skirting)**

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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.

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 make reference to other policies in school:
- The Safeguarding and Child Protection Policy;
- The Behaviour Policy;
- The Anti- Bullying policy;
- The Online safety Policy;
- Responding to an online incident in school;
- The Acceptable Use of the Internet and Electronic Communication 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 & on line 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.

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 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. They often are exploited into gangs, and are victims of sexual violence when in gangs. 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.

Bullying and Online bullying and behaviour

Peer on peer abuse, can happen on line 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, online safety and social media)** 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 an incident/disclosure

Where abuse or violence, including sexual harm and/or sexual harassment, has taken place outside of school e.g. on school 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 school; we will use our procedures as set out by the schools 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.

Understanding 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 therefore, we may use the Brook Traffic Tool, and Hackett's Continuum, and in some cases 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 a Safety and 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 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.

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

- We will use the recommended In School 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.

Reporting

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.

Sanctions

We will consider the sanctions available to use as school in reference to our Behaviour Policy and Disciplinary 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.

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 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, 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 schools also feel pressures 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 schools future practice, ethos, reviewing any policy or procedure in light of this.

Multi-Agency Working

This school 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 school 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)

Prevention and Training

Hasland Junior School) is working hard at all times 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 at all times of the school day, including travelling to and from school.

We through curriculum teaching, learning and events and activities will provide:

Personal, Social and Health Education (PSHE) is central to giving pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible British citizens.

PSHE enables pupils to understand and respect our common humanity: it's diversity and it's differences so that they can go on to form, the effective, fulfilling relationships that are an essential part of life and learning.

Safeguarding is a key element of PSHE as pupils learn about their own identity, risks, decision-making and how to keep themselves safe.

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

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, 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 School Designated Safeguarding Lead will take on a lead responsibility to ensure all staff are trained in the use of the available assessment tools, including Safety and Support Plans/the 'In School' Risk Management Plan and the 'Victim/s Support Plan.

The Link Safeguarding Governor in the school will act to oversee and audit any training activity which takes place and activities in relation to this policy.

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

Signed by: **Signed by:**

Head Teacher   **Chair of Governors**

Date: **Date:**