



Wheatfield Primary School

'Inspired to Achieve'

Peer on Peer Abuse School Guidelines (Non-Statutory Policy Document)

Issue No 1

September 2018

Our School Values



Respect



Responsibility



Resilience

Approved by Head Teacher:
Approved by Governors:
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Peer on Peer Abuse School Guidelines

CONTENTS

1	RATIONALE	3
2	WHAT IS PEER ON PEER ABUSE?	3
3	TYPES OF PEER ON PEER ABUSE – BULLYING	3
4	TYPES OF PEER ON PEER ABUSE – SEXTING	3
5	TYPES OF PEER ON PEER ABUSE – SEXUAL HARASSMENT	3
6	TYPES OF PEER ON PEER ABUSE – RELATIONSHIPS.....	4
7	HOW THE SCHOOL PREVENTS PEER ON PEER ABUSE?	4
8	HOW DOES THE SCHOOL ADDRESS ACCUSATIONS OF PEER ON PEER ABUSE?	5

Peer on Peer Abuse School Guidelines

CHANGE RECORDS SHEET

Issue No.	Date	Summary of Change	Amended by
1	September 2018	New policy document in response to KCSIE 2018.	D Hickson

SUMMARY

This policy should be read in conjunction with all other school policies in particular those relating to Health and Safety. If you require further details of this policy then please refer to the Headteacher or Deputy Headteacher.

This policy will be reviewed every three years or updated as and when changes occur. This is to be recorded in the minutes of the Leadership, Staffing and Resources Committee.

Peer on Peer Abuse School Guidelines

MAIN DOCUMENT

1 RATIONALE

- 1.1 At Wheatfield Primary 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 or worrying a child, so we encourage children to tell us.
 - 1.2.1 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 might be a child's friend, another child at school (older or younger), or another child outside of school (a friend, relative or neighbour).
- 2.2 Abuse is something which either physically or emotionally hurts another person through 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.

3 TYPES OF PEER ON PEER ABUSE – BULLYING

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

4 TYPES OF PEER ON PEER ABUSE – SEXTING

- 4.1 This 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 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 TYPES OF PEER ON PEER ABUSE – SEXUAL HARASSMENT

- 5.1 Sometimes, people can act sexually towards others and it might make them feel uncomfortable.
- 5.2 This can happen online, on social media, through messages and face-to-face.
- 5.3 It might make someone feel scared, embarrassed, uncomfortable or upset.
- 5.4 It could be:
 - a. Someone making sexual comments, like telling sexual stories, saying rude things or saying sexual things about someone's appearance or clothes.
 - b. Calling someone sexual names.
 - c. Sexual jokes or teasing.
 - d. Being physical, like touching which makes a person feel uncomfortable, or showing pictures or drawings which are of a sexual nature.

Peer on Peer Abuse School Guidelines

- e. Being sexual online, like sharing sexual pictures and videos, or posting sexual comments on social media.
- f. It might also be sexual threats or pushing a person to do something sexually that they don't want to do or aren't ready for.

6 TYPES OF PEER ON PEER ABUSE – RELATIONSHIPS

- 6.1 Children are taught, during Sex and Relationships Education (SRE) 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:
 - a. Being comfortable around that person.
 - b. The ability to be honest with that person.
 - c. Being supportive
 - d. Makes you feel safe.
 - e. Mutual trust.
 - f. Equality – both people having an equal influence.
- 6.3 Children are taught that bad relationships are characterised by:
 - a. Violence or threats towards you, your friends or your belongings.
 - b. Being told what you can and can't do.
 - c. Feeling unsafe or scared.
 - d. The person calling you names, making you feel bad in front of other people and / or making you feel bad about yourself.
 - e. Anger exhibited by the other person which might make you feel anxious.
 - f. 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:
 - a. Teaching children about peer on peer abuse in SRE lessons, PSHE lessons, assemblies and circle times.
 - b. Looking for behaviours which may indicate peer on peer abuse e.g.
 - 1. Not attending or not wanting to attend school.
 - 2. Having injuries, like bruises.
 - 3. Feeling anxious.
 - 4. Becoming withdrawn or shy.
 - 5. Complaining of being ill.
 - 6. Not being able to sleep, sleeping too much or getting nightmares.
 - 7. Using alcohol or drugs.
 - 8. Changing looks to look much older.
 - 9. Being abusive to someone else.
 - 10. Describing inappropriate relationships.
- 7.2 The school monitors and records concerns raised by its staff. These are passed on to the Designated Safeguarding Lead (DSL) for further investigation.

Peer on Peer Abuse School Guidelines

8 HOW DOES THE SCHOOL ADDRESS ACCUSATIONS OF PEER ON PEER ABUSE?

- 8.1 The school will record any incidents or concerns.
- 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:**
- a. Parents will be immediately informed.
 - b. 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).
 - c. 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.
 - d. A full account of the incident including all those involved will be taken by the DSL.
 - e. 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.
 - f. 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.
 - g. 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.