Peer on Peer Abuse Policy

Document Control	
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Contents

1. Introduction

Keeping Children Safe in Education 2021 (KCSIE 202) states that 'Governing bodies and proprietors should ensure there are appropriate policies and procedures in place to ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare. These should include individual schools and colleges having an effective child protection policy which:

> ➢ should describe procedures which are in accordance with government guidance
> ➢ refer to locally agreed multi-agency safeguarding arrangements.

Hereford College of Arts' (HCA) child protection policies include:

- Safeguarding and Child Protection Policy and Procedure
- Harassment, Bullying and Sexual Misconduct Student Policy
- IT and Safe Use Policy
- Peer on Peer Abuse Policy

The Peer on Peer Abuse Policy must be followed by staff handling alleged abuse between HCA students who are children (all young people under 18) and vulnerable adults and between these students at HCA and other children/young people.

Whilst the College's response to peer-on-peer abuse will be in many ways similar for students of any age there are some additional considerations in relation to a student under 18, for example how local agencies and/or partners respond. Similarly, the College's response to incidents involving the exchange of youth produced sexual imagery will need to differ depending on the age of the students involved.

For the purposes of the policy children is used to refer to all young people under 18.

The Department of Health defines a vulnerable adult as a **person aged 18 or over who may need community care services because of a disability (mental or other), age, or illness**. A person is also considered vulnerable if they are unable to look after themselves, protect themselves from harm or exploitation or are unable to report abuse.

Questions about definition should never hinder a staff member from seeking advice on Peer on Peer abuse from the College's Designated Safeguarding Lead or Deputy Safeguarding Leads.

i   Principles

HCA's governors and staff are committed to the prevention, early identification, early intervention and appropriate management of peer on peer abuse (as defined below).

We are committed to ensuring that any form of abuse and or harmful behaviour are dealt with in a timely manner and consistently, in order to reduce the extent of harm to the recipient and child responsible for harm.

We will ensure that full consideration is given to the emotional and mental health and wellbeing of all parties involved

The College recognises that even if incidents are not being reported, it should never be assumed that peer on peer is abuse is not happening.

Staff understand the importance of challenging inappropriate behaviours between peers and not to downplay them or dismiss them as "banter" or "part of growing up".

The College recognises the importance of working with parents so that if their child is feeling unsafe as a result of the behaviour of any of their peers, they should inform the College so that it can ensure that appropriate and prompt action is taken in response.

All HCA staff have training across the safeguarding issues and behaviours that can put children at risk of harm.

HCA staff are aware that many safeguarding issues can manifest themselves via peer on peer, that a child causing harm may themselves be vulnerable.

ii   Purpose

The purpose of this policy is to explore the many forms of peer on peer abuse and include a planned and supportive response to concerns and incidents, to help keep our students safe, ensure they are listened to and that all reports taken seriously.

This policy should be read in conjunction with other HCA polices to include:

- Safeguarding and Child Protection Policy and Procedure
- Harassment, Bullying and Sexual Misconduct Student Policy
- IT and Online Safety Policy

This policy has been produced to support the key principles of the Children's Act 1989 and Keeping Children Safe in Education (KCSIE) 2021 in that the child's welfare is paramount and that procedures should be put in place to ensure that the voice of the child is heard and that any contextual safeguarding issues be considered.

iii What is Peer on Peer Abuse?

For the purposes of this policy, peer on peer abuse is described as any form of physical, sexual, emotional and financial abuse, and coercive control, exercised

between children, young people and adults within relationships (both intimate and non-intimate).

It must be remembered that abuse and violence are rarely isolated events and can often be linked to other incidents that are occurring in the recipient/ lives. Therefore, any response to peer on peer abuse should consider the range of possible types of peer on peer abuse set out below and investigations should aim to capture the full context of the recipient /child causing harm's lived experience. This should be done by adopting a Contextual Safeguarding approach.

Abusive behaviour can happen in or outside of the College setting therefore it is necessary to consider this and how it can be managed.

Appropriate support and interventions should be considered to meet the needs of the individuals and preventative strategies may be put in place to reduce further risk of harm wherever possible.

At HCA we are committed to addressing peer on peer abuse and all students are made aware of what constitutes this type of abuse and that it will not be tolerated. Peer on peer abuse will not be passed off as 'banter'.

Research suggests that peer on peer abuse may affect males and females differently, and that this difference may result from societal norms rather than biological make-up. It should be recognised that barriers to disclosure may also be different. As a result, the College is committed to exploring the gender dynamics of peer on peer abuse within our setting, including reviewing our recorded data of incidents for any trends around gender, and highlighting gender differences in staff training, and recognise the that these may play out differently if there is a gender imbalance (Farrer and Co. 2017).

It is important to consider that children, young people and adults with An Education Health and Care Plan (EHCP) and disabilities can face additional safeguarding challenges. These can include:

• Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

• Being more prone to peer group isolation than others;

• The potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs;

• Communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, the College will ensure extra vigilance within teaching areas and public spaces, ensure that students with SEN and disabilities are fully aware of the behaviours that constitute peer on peer abuse and offer extra pastoral support when investigating any peer on peer abuse allegations. This policy has been produced for both the alleged recipient and child causing harm as it should be remembered that many who present with harmful behaviour towards others, are themselves vulnerable and may have been victimised by peers, parents or adults prior to their abuse of peers.

iv Types of abuse

There are many forms of abuse that may occur between peers this may include but not limited to:

Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.) Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person.

Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.) Sexually harmful behaviour may range from inappropriate sexual language to sexually touching another, sexual assault, rape or abuse.

Sexual violence and sexual harassment, sexual violence and / or sexual harassment can occur between two children, young people or adults of any age and sex. It can also occur through a group of children, young people or adults sexually assaulting or sexually harassing a single child, young person or adult.

Sexual violence refers to sexual offences under the Sexual Offences Act 2003 as described below: 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/they 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/they intentionally touch another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Sexual harassment (read in conjunction with the HCA Harassment, Bullying and Sexual Misconduct Policy 2021). Sexual Harassment is described as 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to violate a person's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

v Serious crime

All staff should be aware of indicators, which may signal that a child, young person or adult is at risk from, or involved with serious, violent crime. These may include:

- Unexplained, increased, or prolonged absence
- a change in friendships with individuals or groups
- a significant decline in performance
- Signs of harm (including self-harm) or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions that could indicate communication with individuals associated with criminal networks and/ or gangs and so putting them at risk of manipulation/exploitation.

vi Bullying (inclusive of all types)

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (cyber-bullying via text messages, social media or gaming, which can include the use of images and video). Bullying may be motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities. Bullying involves an imbalance of power between the recipient and person causing harm.

The imbalance of power can manifest itself in several ways, it may be physical, psychological or an intellectual imbalance. It can result in the intimidation of a person(s) through the threat of violence or by isolating them either physically or online.

vii Cyber bullying

Cyber bullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites to harass threaten or intimidate someone. Forms of cyber bullying can be seen as criminal behaviour under the Malicious Communications Act 1988. Section 1 states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. If behaviours involve the use of, taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. If cyber bullying is believed to fit into either of the definitions found in Malicious Communications Act 1988 and / or Sexual Offences Act 2003 HCA will report the issue to the police.

viii Sexting (Youth Produced Imagery)

Sending or receiving a sexually explicit text, image or video. This includes 'nude pics' and / or 'nude selfies'. Having in their possession or distributing indecent images of a person under 18 on to someone else is a criminal offence under the Sexual Offences Act 2003 and as such is a reportable offence.

ix Upskirting

Upskirting is an offence under The Voyeurism (Offences) Act 2019. The Criminal Prosecution Service defines 'upskirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. This which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

x   Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical and / or emotional, which causes someone to feel powerless, worthless, excluded, or marginalised. Such behaviour can be based around prejudice regarding (but not limited to): SEN, disabilities, ethnic, cultural, and religious backgrounds, gender and sexual identity.

xi Relationship abuse

Relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by a partner. This can be an adolescent (up to the age of 18 years) or an adult (over the age of 18 years) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse.

xii Frivolous or vexatious complaints

The College may reject a complaint if in the judgement of the Head of HE or FE in consultation with another member of the Senior Leadership Team it is considered to be frivolous or vexatious.

Examples might be:

- Complaints that are designed to cause disruption or annoyance
- Demand redress that lacks serious purpose or value

If the complaint is judged frivolous or vexatious the Head of FE or HE will explain in writing the decision not to pursue the consideration of the complaint further.

2. Measuring the behaviour

i   The Context

Peer-on-peer abuse takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it. It is essential that responses to incidents are proportionate and contextual.

In this policy we recognise the importance of distinguishing between problematic and abusive sexual behaviour (Harmful Sexual Behaviour HSB).

HCA's Designated Safeguarding Lead and Deputy Safeguarding Leads will take advice when necessary and refer, if appropriate, to guides such as Simon Hackett's continuum of behaviour (taken from Farrer and Co. 2017)

Simon Hackett's continuum of behaviour can be a useful guide to measure the behaviour that has occurred and consider the circumstances around the incident (s). (Appendix 1)

The continuum looks at whether it:

• is socially acceptable

• involves a single incident or has occurred over a period of time

• is socially acceptable within the peer group

• is problematic and concerning

• involves any overt elements of victimisation or discrimination e.g. related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability

• involves an element of coercion or pre-planning

• involves a power imbalance between the child/children allegedly responsible for the behaviour and the child/children allegedly the subject of that power

• involves a misuse of power Behaviour which is not abusive at first may potentially become abusive quickly or over time.

All staff should also be mindful of the fact that the way(s) in which children, young people and adults disclose or present with behaviour(s) may differ depending on their lived experience. Some actions, behaviours may have been normalised by the recipient/child causing harm due to prolonged exposure.

3. Procedure for responding to a report

The immediate response to a report

- The college will take all reports seriously and will reassure the alleged recipient of abuse and all those involved that that they will be supported.

- All staff should record a report on MyConcern and ensure the Designated Safeguarding Lead (DSL) or a deputy is aware.

- Staff will not promise confidentiality as the concern will need to be shared further (for example, with the designated safeguarding lead or social care); staff will however only share the report with those people who are necessary to progress it.

- A written report on MyConcern will be made as soon after the discussion as possible recording the facts as presented by the child. These may be used as part of a statutory assessment if the case is escalated later.

- Staff should assess the needs of all parties involved.

- Where the report includes an online element the College will follow advice on searching, screening, and confiscation. The staff will not view or forward images unless unavoidable and only if another member of staff (preferably the DSL) is present.

- The DSL will be informed as soon as possible and consider a referral to the police and social care using the flow charts (Appendix 2).

- The DSL must complete a Safety plan (Appendix 3) where sexual violence has occurred. This must be shared with the MASH.

When Recording behaviour it is essential to

- Record as soon as possible, as you can quickly forget or confuse detail

- Be clear, explicit, and non-avoidant, and avoid vague statements or euphemisms

- Use proper names for body parts but record exactly any language or vocabulary used by the child. Use the child's exact words in quotation marks.

Note where and when the incident happened and whether anyone else was present

Points to consider when gathering evidence

Once a complaint has been made or an incident(s) recognised it will be necessary to gather information in order to obtain a true and accurate account of the facts surrounding the incident (s). At this point it is important to consider the language used and the impact of that language on all parties involved. For example; use of the words (with those being interviewed) such as investigation, victim and perpetrator should be avoided as these can create an atmosphere of 'blame'. Staff dealing with the issue should also be mindful of contextual safeguarding and make themselves aware of any wider and / or individual safeguarding concerns relating to all parties involved.

Part 5 of Keeping Children Safe in Education, 2021 states that two members of staff (one being the Designated Safeguarding Lead) should be present when speaking to the alleged victim, child allegedly causing harm, and any witnesses. In all circumstances, staff need to speak to all of the involved separately, gain a statement of facts from them, and use consistent language and open questions. A full and clear record of exactly what the person has said in their own language should be made and stored on My Concern. The young person may bring someone to support them at this meeting, mirroring the process outlined in the HCA Bullying, Harassment and Sexual Misconduct Policy (the role of the accompanying person is to offer support, not to speak on behalf of the alleged victim or child allegedly causing harm).

4. When should the college seek support from external agencies?

Cases of peer on peer abuse are often complex, may involve multiple young people, and consent may be unclear. This is especially difficult when young people may be

victims but also involved in the harm of others. In some instances, it may be most appropriate, for the college to respond internally. However, in other instances, cases may require a referral to the police and/or other external statutory agencies.

Once information regarding the incident(s) has been gathered the DSL or Deputy DSL should refer to the flow chart (Appendix 2) and consider the following when deciding if an incident can be dealt with in college, externally (through relevant statutory agencies) or working together.

Cases that may be best responded to in-College sit between 'Normal/Healthy' and the 'inappropriate' section on Hackett's continuum.

- Single instances of inappropriate sexual behaviour

- Socially acceptable behaviour within peer group

- Context for behaviour may be inappropriate

- Generally consensual and reciprocal

Incidents where a referral to external statutory agencies is always required are defined under Hackett as 'violent and abusive'

- Victimising intent or outcome

- Includes misuse of power

- Coercion and force to ensure compliance

- Intrusive

- Informed consent lacking or not able to be freely given

- May include elements of expressive violence

- Physically violent sexual abuse

- Highly intrusive

- Instrumental violence which is psychologically and/or sexually arousing to the child responsible for the behaviour

- Sadism

i   Reporting to the Police

If it is found that a crime might have occurred the DSL/DDSL have a responsibility to report all alleged crimes to the police. The designated safeguarding lead (and their deputies) will also follow local processes for safeguarding referrals, i.e. making appropriate referrals to the LADO and MASH.

Where a report of rape, assault by penetration or sexual assault is made, information will be passed on to the police as a matter of urgency.

Where a report has been made to the police, the college will consult the police and agree what information can be disclosed to staff and others. They will also discuss the best way to protect the victim and their anonymity.

Where there is a criminal investigation, HCA will work closely with the relevant agencies to support all those involved (including potential witnesses). Where required, advice from the police will be sought in order to inform and assist us.

Whilst protecting the alleged victim and/or taking any disciplinary measures against the child allegedly causing harm, we will work closely with the police (and other agencies as required), to ensure any actions the College take do not jeopardise the police investigation.

Next Steps - Once the outcome of the incident(s) has been established it is essential to ensure future incidents of abuse do not occur again and consider carefully the support and intervention required for all those involved. It may be necessary to make changes and adjustments to teaching groups for those involved.

If the victim / perpetrator feels particularly vulnerable, a risk assessment should be put in place for them whilst in college so that they have someone named that they can talk to, identify support strategies for managing future issues and identify services and any other additional support.

For the person who has displayed harmful behaviour it is important to attempt to identify why they may have behaved in such a way. It may be that the person is experiencing their own difficulties. If this is the case, there may be separate safeguarding/wellbeing issues that require action.

It is important that perpetrator receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with those involved through mediation. In the cases of harmful sexual behaviour(s) it may be a requirement for the person to engage in one-to-one work with a particular service or agency, if a crime has been committed this may be through the police or youth offending service. If there is any form of ongoing criminal investigation, it may be that the alleged victim and or perpetrator cannot be educated on site until the investigation has concluded. In which case, they will need to be provided with appropriate support and education whilst off site.

It may be that following the conclusion of any investigation the behaviour(s) that the alleged perpetrator has displayed may continue to pose a risk to others in which case an individual risk assessment will be required. Any such assessment should be completed and include a multiagency response to ensure that the needs of the perpetrator and risks towards others are measured accurately.

Following a full investigation, the College may decide that the appropriate course of action should be suspension or exclusion (see Behaviour and Disciplinary Policy for procedure).

After care - It is important that following the incident (s) all those involved continue to feel supported and receive relevant and timely help and intervention. It may be that feelings of remorse, regret or unhappiness occur at a later stage when parties

have had time to reflect. It is important to ensure that those involved do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). Therefore, tutors should ensure regular reviews with those involved following the incident(s). Frequency of such reviews should be agreed by all parties involved.

All parties involved should be signposted to relevant support agencies. The DSL, DDSL/Wellbeing Lead should also make relevant referrals to support agencies as appropriate. See appendix 3.

ii   Multi-agency working

HCA is committed to multi-agency working, actively engages with local partners in relation to peer-on-peer abuse, and works closely with Herefordshire Council children's social care, and/or other relevant agencies, and other colleges

The relationships the College has built with these partners are essential to ensuring that the College is able to prevent, identify early and appropriately handle cases of peer-on-peer abuse. They help the College;

(a) To develop a good awareness and understanding of the different referral pathways that operate in its local area, as well as the preventative and support services which exist.

(b) To ensure that our students can access the range of services and support they need quickly.

(c) To support and help inform our local community's response to peer-on-peer abuse.

(d) To increase our awareness and understanding of any concerning trends and emerging risks in our local area to enable us to take preventative action to minimise the risk of these being experienced by our students.

The College actively refers concerns/allegations of peer-on-peer abuse where necessary to Herefordshire Council children's social care, and/or other relevant agencies.

Children and young people resident out of county but attending a Herefordshire college will be reported to their home authority social care team.

In cases involving children and young people who are subject to risk, harm, and abuse and who have Local Authority Care (LAC) status, the children's / young person's social worker must be informed and a coordinated approach to address any incidents or concerns will be required.

5. Legislation, guidance and Law to be taken into consideration when applying this policy

Additional areas for consideration can be found in Sexual Violence and Sexual Harassment between Children in Schools and Colleges guidance 2018)

www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children- in-schools-and-colleges

Keeping Children Safe in Education 2020
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf

Human Rights Act 1998

It is essential to note that this guidance adheres to and encourages all persons to ensure that they are adhering to the Human Rights Act 1998, specifically the right to an education, the right to a fair trial and protection from discrimination.

https://www.equalityhumanrights.com/en/human-rights/human-rights-act

Equalities Act 2010

This guidance is designed to ensure that the Equalities Act is adhered to at all times. The Equalities Act 2010 provides a basic framework for protection against direct and indirect discrimination, harassment and victimisation in education as well as other sectors.

https://www.gov.uk/guidance/equality-act-2010-guidance

West Midlands Procedures for Peer on Peer abuse

https://westmidlands.procedures.org.uk/pkoso/regional-safeguarding-guidance/children-who-abuse-others

Review of Circumstances - Following any incident of peer on peer abuse it will be necessary for College to consider if anything could have been done differently to in order to recognise and so prevent the issue or to intervene sooner. By reflecting on the incident and following investigation we will review and update our procedure and relevant policies accordingly.

This response may include the College asking itself a series of questions about the context in which an incident of peer-on-peer abuse occurred in the College and the wider physical and online environment - such as:

(a) What protective factors and influences exist within the College (such as positive peer influences, examples were peer-on-peer abuse has been challenged etc.) and how can the College improve these?

(b) How (if at all) did the College's physical environment contribute to the abuse, and how can the College address this going forwards, for example by improving the College's safety, security and supervision?

(c) Did wider gender norms, equality issues and/or societal attitudes contribute to the abuse?

(d) What was the relationship between the abuse and the cultural norms between staff and students, and how can these be addressed going forwards?

(e) Does the abuse indicate a need for staff training on, for example, underlying attitudes, a particular issue or the handling of particular types of abuse?

(f) How have similar cases been managed in the past and what effect has this had?

g) Does the case or any identified trends highlight areas for development in the way in which the College works with children to raise their awareness of and/or prevent peer-on-peer abuse, including by way of the College's well-being curriculum and lessons that address underlying attitudes or behaviour such as gender and equalities work?

(h) Are there any lessons to be learnt about the way in which the College engages with parents to address peer-on-peer abuse issues?

(i) Are there underlying issues that affect other schools or colleges in the area, and is there a need for a multi-agency response?

(j) Does this case highlight a need to work with certain children to build their confidence and teach them how to identify and manage abusive behaviour?

(k) Were there opportunities to intervene earlier or differently and/or to address common themes amongst the behaviour of other children in the College?
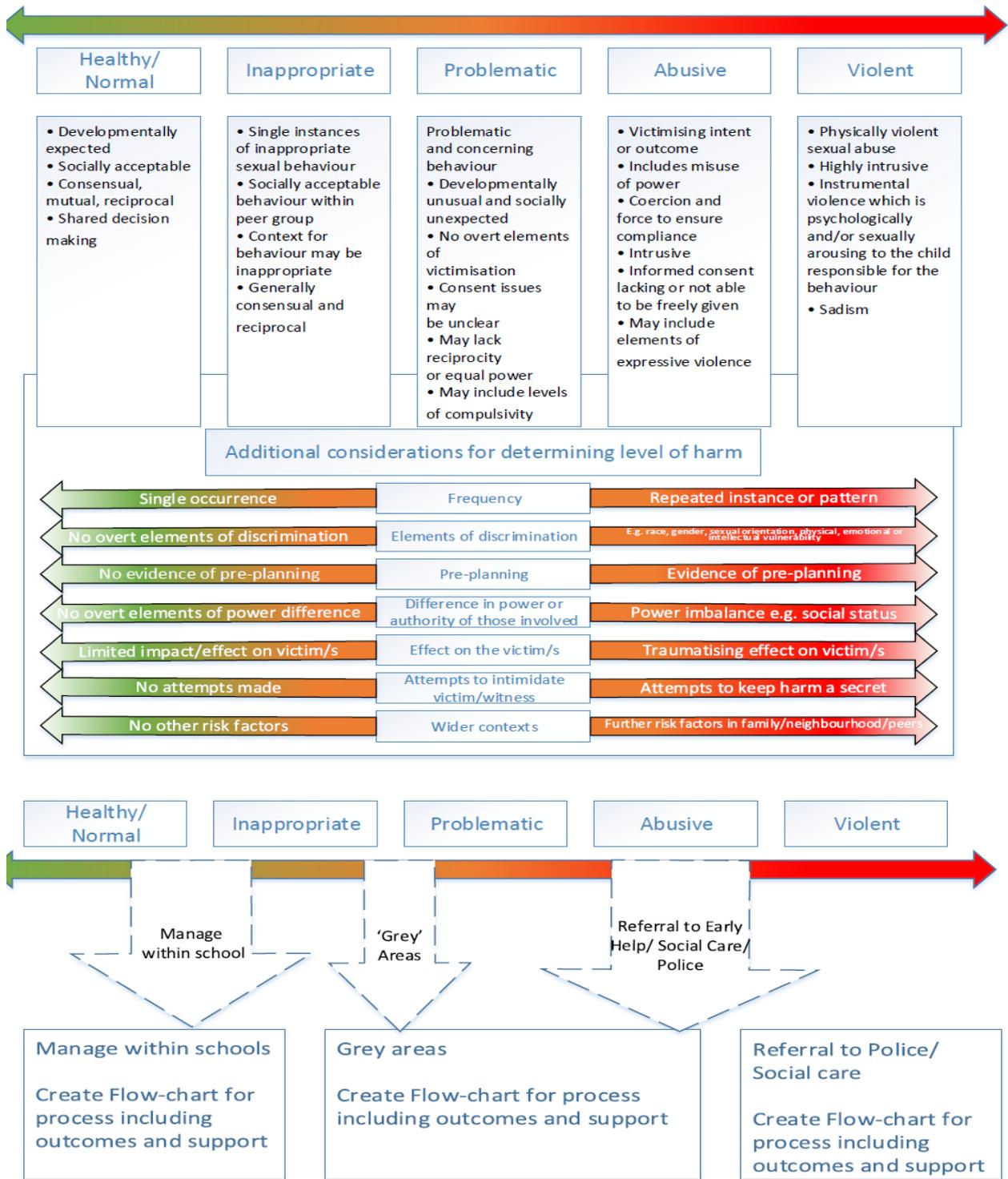
Appendix 1

Simon Hackett (2010) has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant:

https://www.nspcc.org.uk/globalassets/documents/publications/harmful-sexual-behaviour- framework.pdf

Normal	Inappropriate	Problematic	Abusive	Violent
Developmentally expected	• Single instances of inappropriate sexual behaviour	• Problematic and concerning behaviours	• Victimising intent or outcome	• Physically violent sexual abuse
Socially acceptable	• Socially acceptable behaviour within peer group	• Developmentally unusual and socially unexpected	• Includes misuse of power	• Highly intrusive
Consensual, mutual, reciprocal	• Context for behaviour may be inappropriate	• No overt elements of victimisation	• Coercion and force to ensure victim compliance	• Instrumental violence which is physiologically and/ or sexually arousing to the perpetrator
Shared decision making	• Generally consensual and reciprocal	• Consent issues may be unclear	• Intrusive	• Sadism
		• May lack reciprocity or equal power	• Informed consent lacking, or not able to be freely given by victim	
		• May include levels of compulsivity	• May include elements of expressive violence	

Appendix 2

Healthy/ Normal	Inappropriate	Problematic	Abusive	Violent
• Developmentally expected • Socially acceptable • Consensual, mutual, reciprocal • Shared decision making	• Single instances of inappropriate sexual behaviour • Socially acceptable behaviour within peer group • Context for behaviour may be inappropriate • Generally consensual and reciprocal	Problematic and concerning behaviour • Developmentally unusual and socially unexpected • No overt elements of victimisation • Consent issues may be unclear • May lack reciprocity or equal power • May include levels of compulsivity	• Victimising intent or outcome • Includes misuse of power • Coercion and force to ensure compliance • Intrusive • Informed consent lacking or not able to be freely given • May include elements of expressive violence	• Physically violent sexual abuse • Highly intrusive • Instrumental violence which is psychologically and/or sexually arousing to the child responsible for the behaviour • Sadism

Additional considerations for determining level of harm

Single occurrence	Frequency	Repeated instance or pattern
No overt elements of discrimination	Elements of discrimination	E.g. race, gender, sexual orientation, physical, emotional or intellectual vulnerability
No evidence of pre-planning	Pre-planning	Evidence of pre-planning
No overt elements of power difference	Difference in power or authority of those involved	Power imbalance e.g. social status
Limited impact/effect on victim/s	Effect on the victim/s	Traumatising effect on victim/s
No attempts made	Attempts to intimidate victim/witness	Attempts to keep harm a secret
No other risk factors	Wider contexts	Further risk factors in family/neighbourhood/peers

Healthy/ Normal	Inappropriate	Problematic	Abusive	Violent

Manage within school

'Grey' Areas

Referral to Early Help/ Social Care/ Police

Manage within schools

Create Flow-chart for process including outcomes and support

Grey areas

Create Flow-chart for process including outcomes and support

Referral to Police/ Social care

Create Flow-chart for process including outcomes and support

Appendix 3

<u>Safety Plan for Peer on Peer Abuse/ Harmful Sexual Behaviour</u>

The Safety plan below is intended to be used by schools whereby an incident(s) of peer on peer abuse has occurred or is likely to occur and is deemed to meet level 3 and above in the Right Help Right time document.

The Safety plan will show considerations made for both/all pupils involved and will highlight the plan in place to keep all pupils safe. This will also take into consideration the wishes and feelings of all children involved.

Each section/question will be considered from the perspective of all pupils involved. Considerations will also be given for the impact on, and needs of, the wider school community. All concerns and proposed actions will be recorded.

The school will work with the local multi-agency safeguarding hub (MASH, the Education Safeguarding Lead and other agencies as necessary when completing this risk assessment.

This document should be reviewed frequently to ensure it is fit for purpose. The terms victim and child alleged to have caused harm are used to identify the children involved. NB: there should be no assumption of guilt on the part of the child alleged to have caused harm, pending investigation.

*A risk assessment should be completed for all cases relating to sexual violence or alleged sexual violence. Sexual violence is defined by the sexual offences act 2002 as "criminal acts: rape, assault by penetration and sexual assault".

*This risk assessment should be completed with reference to Keeping Children Safe in Education, DFE Sexual Violence and Sexual Harassment in schools and colleges and the local West Midlands policy (2.24)

https://westmidlands.procedures.org.uk/pkoso/regional-safeguarding-guidance/children-who-abuse-others

The template below can also be found on Course: Staff Policies, Procedures & Guidelines (hereford-art-col.ac.uk)

Basic information		
Referrer Name and role		
Referrer Contact details (email address and phone number)		
Name of school(s) college(s) for victim(s)		
Name of school(s) colleges(s)for child/ren alleged to have caused harm		
Did incident occur on college premises? If not where did the incident occur?		

Considerations	Risk = (Consider Victim, Child Alleged To Have Caused Harm, Other Pupils And Staff)	Risk Level (High, Medium Or Low)	Actions To Reduce Risk	Revised Risk Level (High, Medium Or Low)
What is the incident? Who was involved? Where did it happen				
Does this incident constitute a crime? Assault, sexual assault, rape, sharing of indecent images of children, etc. As such has this been referred to the police?				
Is it necessary to limit contact between the children involved? Refer to KCSiE and DFE guidance on sexual harassment and sexual violence in schools and colleges.				
Is there an actual or perceived threat from the child alleged to have caused harm to the victim and/or others?				
Is either the victim or the child alleged to have caused harm at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by peers)?				
Do they share college sessions?				

Considerations	Risk = (Consider Victim, Child Alleged To Have Caused Harm, Other Pupils And Staff)	Risk Level (High, Medium Or Low)	Actions To Reduce Risk	Revised Risk Level (High, Medium Or Low)
Do they share break times? Do they share peer/friendship groups?				
Do they share transport to/from college?				
Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of college?				
How can such contact be limited?				
Is there a risk of harm from social media and gossip?				

Further action taken by the college: Please duplicate this template and complete for each child involved.

Action	YES/NO	Date
Police informed		
Referral to MASH		
Referral to external support services		
Referral to internal support services		
Referral to CAMHS		
Referral to early help		
Other		

Support for Young People:

If you think that a child has been harmed or is being neglected, contact the Multi Agency Safeguarding Hub on 01432 260800, EDT out of hours 01905 768020

For advice and guidance regarding support with peer-on-peer abuse you can contact the Education Safeguarding Lead at Herefordshire council on 01432 383887

Early Help means providing the right help at the right time to help children (Aged 0 to 19) and families work through any difficulties they may have: Call 01432 260261.

The Police are also there to offer support and guidance to both alleged victims and children alleged to have caused harm, they can be contacted on 101.

Herefordshire;

WMRSASC 01905 724514 is a free, confidential and non-judgemental support service for survivors who have experienced rape, assault, incest, sexual abuse, sexual harassment or any form of sexual attack, whether physical, verbal or emotional.

West Mercia Rape & Sexual Abuse Support Centre (wmrsasc.org.uk)

Herefordshire rape and sexual abuse support centre-01432 266551;

Overview - Herefordshire Rape and Sexual Abuse Support Centre (HRSASC) - NHS (www.nhs.uk)

Worcester

The Glade

https://www.churchstreetsurgery.co.uk/info.aspx?p=13

Support for children who have been involved in a case of sexual abuse/rape (Worcester based).

Gloucester

And Hope House (Gloucester based)

https://www.nhs.uk/services/service-directory/hope-house-gloucestershire-sarc/N10506285?gsdServiceId=364

Gloucestershire Rape and Sexual Abuse Centre
Free, confidential and non-judgemental support and information.

Hope House Sexual Assault Referral Centre
One-to-one support at Gloucestershire Royal Hospital.

National charities:

[Victim Support](#)
A national charity dedicated to helping anyone affected by crime – not just victims and witnesses, but friends, family and anyone else caught up in the aftermath.

[Rape Crisis](#)
A national charity offering confidential help, advice and a range of Rape Crisis Centres around the UK.

[Galop](#)
A national charity providing advice and support to members of the LGBT community.

[Survivors UK](#)
A national charity supporting men who have been raped or sexually assaulted.

[Crimestoppers](#)
A national charity with a free helpline for reporting crime anonymously.

[Refuge](#)
Refuge supports women, children and men with a range of services, including refuges, independent advocacy, community outreach and culturally specific services.

[Women's Aid](#)
Women's Aid is a national charity working to end domestic abuse against women and children.

[Men's Advice Line](#): [0808 801 0327](#)
Confidential helpline for men experiencing domestic violence from a partner or ex-partner (or from other family members).

Useful Publications and Websites

Government Publications

Sexual harassment and sexual violence in schools

[www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between- children-in-schools-and-colleges](http://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges)

Keeping Children safe in Education - www.gov.uk/government/publications/keeping-children-safe-in-education

Preventing youth violence and gang involvement

www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth- violence

Preventing and tackling bullying in schools

www.gov.uk/government/publications/preventing-and-tackling-bullying

Other useful documents

Sexting

Sexting in schools and colleges, responding to incidents and safeguarding young people

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_
data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

Peer-on-peer abuse

Farrer &Co - Peer-on-peer abuse toolkit, guidance on peer-on peer abuse policy and template peer-on-peer abuse policy

www.farrer.co.uk/Global/Peer-on-peer%20abuse%20toolkit%2014.pdf

Anti-bullying alliance
There are some useful links on the section on sexual bullying:-

Sexual bullying: developing effective anti-bullying practice- A guide for school staff and other professional

www.anti-
bullyingalliance.org.uk/sites/default/files/field/attachment/Sexual%20bullying%20-
%20anti-
bullying%20guidance%20for%20teachers%20and%20other%20professionals%20-
%20Feb17_1.pdf

Preventing abuse among children and young people-guidance from Stop it Now

www.stopitnow.org.uk/files/stop_booklets_childs_play_preventing_abuse_among_children _and_young_people01_14.pdf

What is Age appropriate?

http://www.stopitnow.org/ohc-content/what-is-age-appropriate

Brook Traffic lights

https://www.brook.org.uk/our-work/using-the-sexual-behaviours-traffic-light-tool

NSPCC-Harmful sexual behaviour

https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/harmful-sexual-behaviour/

NCB Harmful sexual behaviour

https://www.ncb.org.uk/resources-publications/resources/workforce-perspectives-harmful- sexual-behaviour

NSPCC –Is this sexual abuse?

https://www.nspcc.org.uk/globalassets/documents/research-reports/nspcc-helplines-report-peer-sexual-abuse.pdf

Online sexual harassment

Project deSHAME- Digital Exploitation and Sexual Harassment Amongst Minors in Europe Understanding, Preventing, Responding

https://www.childnet.com/our-projects/project-deshame

Sexism

It's Just Everywhere- a study on sexism in schools –and how we tackle it

https://ukfeminista.org.uk/wp-content/uploads/2017/12/Report-Its-just-everywhere.pdf

Relationship Education

Relationship and Sex Education HMSO

www.gov.uk/government/news/relationships-edw.gov.uk/government/news/relationships-education-relationships-and-sex