



PCT Education Services  
Positive Progression for All

## Peer on Peer Abuse Policy

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Approved by: Headteacher	Sally Alden	
Approved by: Governor	David Lloyd	

## **Introduction**

The Governors, Senior Leadership Team, and all staff at PCT Education Services are committed to the prevention, early identification and appropriate management of Peer-on-peer abuse (as defined below) both within and beyond the school. In particular, we:

- Believe that in order to protect children, staff will (a) be aware of the level and nature of risk to which their students are or may be exposed, and put in place a clear and comprehensive strategy which is tailored to their specific safeguarding context; and (b) take a contextual whole-school approach to preventing and responding to Peer-on-peer abuse;
- Regard the introduction of this policy as a preventative measure, and do not feel it is acceptable merely to take a reactive approach to Peer-on-peer abuse in response to alleged incidents of it;
- Recognise national and increasing concern about this issue, and wish to implement this policy in order to ensure that our students are safe; and
- Encourage parents to hold us to account on this issue, so that if their child is feeling unsafe as a result of the behaviour of any of their peers, they should inform the school, and ensure that appropriate and prompt action is taken in response.

## **This policy:**

- Sets out our strategy for preventing, identifying and appropriately managing Peer-on-peer abuse. It is the product of a comprehensive consultation which has involved students, staff, parents, and a risk assessment. In producing this policy, we have also delivered training. This applies to all Governors, Senior Leadership Team, staff, volunteers and contractors.
- Is reviewed annually, and updated as required, to ensure that it continually addresses the risks to which students are or may be exposed. A number of staff and students are involved in each annual review, which involves, and is informed by, an assessment of the impact and effectiveness of this policy over the previous year.
- This policy relates to and should be read alongside, the School's Child Protection Policy and any other relevant policies including, but not limited to, Bullying (including Anti-Bullying), Online Safety, Children Missing in Education, Student Behaviour Management, and Exclusions Policy.
- PCT Education Services does not use the term 'victim' and/or 'perpetrator'. This is because we takes a safeguarding approach to all individuals involved in allegations or concerns about Peer-on-peer abuse, including those who are alleged to have been abused and those who are alleged to have abused their peers, in addition to any sanctioning work that may also be required for the latter. Research has shown that many children who present harmful behaviour towards others, in the context of Peer-on-peer abuse, are themselves vulnerable and may have been victimised by peers, parents or adults in the community prior to their abuse of peers.

- PCT Education Services response to incidents involving the exchange of youth-produced sexual imagery will need to differ depending on the age of the students involved.
- PCT Education Services is compliant with the statutory guidance on Peer-on-peer abuse as set out in Keeping Children Safe in Education (September 2021).
- This policy should, if relevant according to the concerns/allegations raised, be read in conjunction with the DfE's advice on Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (DfE's Advice) (May 2018), and any other advice and guidance referred to within it, as appropriate.
- This policy should be read in conjunction with the Local Safeguarding Children Board's (LSCB) Safeguarding Policy and Procedures, and any relevant Practice and Guidance issued by it.

## **Understanding Peer-on-peer abuse**

### **What is Peer-on-peer abuse?**

For these purposes, Peer-on-peer abuse is any form of physical, sexual, emotional or financial abuse, including coercive control, that is exercised between children and within children's relationships (both intimate and non-intimate).

Peer-on-peer abuse can take various forms, including serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence.

These types of abuse rarely take place in isolation and often indicate wider safeguarding concerns. For example, a teenage girl may be in a sexually exploitative relationship with a teenage boy who is himself being physically abused by a family member or by older boys.

Equally, sexual bullying in schools and other settings can result in the sexual exploitation of children by their peers. For 16 and 17-year-olds who are in abusive relationships, what may appear to be a case of domestic violence may also involve sexual exploitation. Children's experiences of abuse and violence are rarely isolated events, and they can often be linked to other things that are happening in their lives and spaces in which they spend their time.

Any response to Peer-on-peer abuse therefore needs to consider the range of possible types of Peer-on-peer abuse set out above and capture the full context of children's experiences. This can be done by adopting a Contextual Safeguarding approach and by ensuring that our response to incidents of Peer-on-peer abuse takes into account any potential complexity.

### **What is Contextual Safeguarding?**

This policy encapsulates a Contextual Safeguarding approach, which:

- is an approach to safeguarding children that recognises their experiences of significant harm in extra-familial contexts, and seeks to include these contexts

- within prevention, identification, assessment and intervention safeguarding activities;
- recognises that as children enter adolescence, they spend increasing amounts of time outside of the home in public environments (including on the internet) within which they may experience abuse; and
  - considers interventions to change the systems or social conditions of the environments in which abuse has occurred. For example, rather than move a child from a school, professionals will work with the school leadership and student body to challenge harmful, gendered school cultures, thus improving the pre-existing school environment.

### **How prevalent is Peer-on-peer abuse?**

Research suggests that Peer-on-peer abuse is one of the most common forms of abuse affecting children in the UK. For example, more than four in ten teenage schoolgirls aged between 13 and 17 in England have experienced sexual coercion (Barter et al. 2015). Two-thirds of contact sexual abuse experienced by children aged 17 or under was committed by someone who was also aged 17 or under (Radford et al. 2011).

### **When does behaviour become problematic or abusive?**

All behaviour 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. Sexual behaviours as the NSPCC explains

*“children's sexual behaviours exist on a wide continuum, from normal and developmentally expected to highly abnormal and abusive. Staff should recognise the importance of distinguishing between problematic and abusive sexual behaviour. As both problematic and abusive sexual behaviours are developmentally inappropriate and may cause developmental damage. A useful umbrella term is Harmful Sexual Behaviours or HSB.”*

This term has been adopted widely in the field and is used throughout the NSPCC's and Research in Practice's Harmful Sexual Behaviour Framework, as well as this policy. For the purpose of the NSPCC's and Research in Practice's Harmful Sexual Behaviour Framework, and as adopted in this policy, Harmful Sexual Behaviours are defined as:

*"Sexual behaviours expressed by children...that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child...or adult."*

Simon Hackett has proposed the following continuum model to demonstrate the range of sexual behaviours presented by children, which may be helpful when seeking to understand a student's sexual behaviour and deciding how to respond to it:

Normal	Inappropriate	Problematic	Abusive	Violent
Normal •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

### Other behaviour

When dealing with other alleged behaviour, which involves reports of for example, emotional and/or physical abuse, staff can draw on aspects of Hackett’s continuum to assess where the alleged behaviour falls on a spectrum and to decide how to respond. This could include, for example, whether it:

- is socially acceptable;
- involves a single incident or has occurred over a period;
- 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; or
- involves a misuse of power.

It should be borne in mind that there are some aspects of Hackett’s continuum which may not, of course, be relevant or appropriate to consider in response to other alleged behaviour involving reports of other types of abuse. For example, the issue of consent and the nuances around it is unlikely to apply in the same way in cases where the alleged behaviour is reported to involve emotional and/or physical abuse, as it could in cases of alleged sexual behaviour which is reported to involve harmful sexual behaviour.

In addition, the school could be required to deal with cases involving a range of alleged behaviours including sexual, emotional, physical and digital behaviour. It should also be recognised that the same behaviour presented by different children may be understood at different points on a spectrum, depending on the particular context. For example, an incident involving youth produced sexual imagery may be inappropriate in one context, for example, when exchanged between two children in a consenting relationship, and abusive in

another, for example, when it is (a) shared without the consent of the child in the image; (b) produced as a result of coercion; or (c) used to pressure the child into engaging in other sexual behaviours.

Behaviour which is not abusive at first may potentially become abusive quickly or over time. Intervening early and addressing any inappropriate behaviour which may be displayed by a child is vital and could potentially prevent their behaviour from progressing on a continuum to become problematic, abusive and/or violent - and ultimately requiring (greater/more formal) engagement with specialist external and/or statutory agencies. For example, a physical fight between two children may not constitute Peer-on-peer abuse where the fight is a one-off incident but may be abusive where the child's/children's behaviour subsequently deteriorates into a pattern of bullying behaviour and requires a safeguarding response from a multi-agency partnership – including a statutory assessment of whether this has led, for example, to a risk of significant harm to a child.

The importance of intervening early and addressing any inappropriate behaviour does not just apply on an individual student basis but could also apply across the student body. Behaviour generally considered inappropriate may, in fact, indicate emerging concerning behaviour to which schools will take a whole-school approach in order to prevent escalation. For example, where multiple boys are making inappropriate comments about girls, one-off sanctions are unlikely to be effective and wider actions should be considered, such as arranging for an external person to deliver a group intervention exercise; revising the School's PSHE programme; and/or a discussion around whether anything is happening within the wider community that might be affecting the students' behaviour.

It will also be important to consider the wider context in which the alleged behaviour is reported to have occurred, and which may trigger the need for a referral. For example, some behaviour that is considered inappropriate may be capable of being dealt with internally. However, if there are wider safeguarding concerns relating to the child/children in question, a referral to statutory agencies may be necessary. Where the behaviour which is the subject of the concern(s)/allegation(s) is considered or suspected by the DSL to constitute Peer-on-peer abuse, the school will follow the procedures set out below.

### **How can a child who is being abused by their peers be identified?**

All staff should be alert to the well-being of students and to signs of abuse and should engage with these signs, as appropriate, to determine whether they are caused by Peer-on-peer abuse. However, staff should be mindful of the fact that the way(s) in which children will disclose or present with behaviour(s) as a result of their experiences will differ. Signs that a child may be suffering from Peer-on-peer abuse can also overlap with those indicating other types of abuse (please see child protection policy for indicators of abuse) and can include:

- (a) failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard ordinarily expected;
- (b) physical injuries;
- (c) experiencing difficulties with mental health and/or emotional well-being;
- (d) becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks; suffering from nightmares or lack of sleep or sleeping too much;
- (e) broader changes in behaviour including alcohol or substance misuse;

- (f) changes in appearance and/or starting to act in a way that is not appropriate for the child's age; and
- (g) abusive behaviour towards others.

Abuse affects children very differently. The above list is by no means exhaustive and the presence of one or more of these signs does not necessarily indicate abuse. The behaviour that children present with will depend on their particular circumstances. Rather than checking behaviour against a list, staff are trained to be alert to behaviour that might cause concerns, to think about what the behaviour might signify, to encourage children to share with them any underlying reasons for their behaviour, and, where appropriate, to engage with their parents/carers so that the cause(s) of their behaviour can be investigated. Where a child exhibits any behaviour that is out of character or abnormal for his/her age, staff should always consider whether an underlying concern is contributing to their behaviour (for example, whether the child is being harmed or abused by their peers) and, if so, what the concern is and how the child can be supported going forwards.

A 15-year-old girl starts to exhibit challenging behaviour in class which is out of character. She starts to have disagreements with the girls in her class, and a number of "friendship issues" are reported to the teachers. The school moves the girl to another class, changes her timetable so that she does not have to interact with the girls in question, and provides her with a mentor. A few months later the girl throws a chair across the classroom. The girl is sent to the headteacher who calls the parents and temporarily excludes the girl from school. The pastoral lead discusses the incident with the headteacher, explaining that the behaviour is completely out of character for the girl and that the school should explore the matter further. The pastoral lead sits down with the girl and asks her how she is. The girl discloses that her boyfriend is being physically violent and verbally abusive towards her.

The power dynamic that can exist between children is also very important when identifying and responding to their behaviour: in all cases of Peer-on-peer abuse, a power imbalance will exist within the relationship. This inequality will not necessarily be the result of an age gap between the child responsible for the abuse and the child being abused. It may, for example, be the result of their relative social or economic status. Equally, while children who abuse may have power over those who they are abusing, they may be simultaneously powerless to others.

**Are some children particularly vulnerable to abusing or being abused by their peers?**

*"I recently started seeing this boy online. He started off by being really nice and it was great to have someone else to talk to about being gay, as it's been hard in school lately. I'm not sure what happened or if I did something to upset him, but he's turned really nasty and has been threatening to tell my family all these personal things about me. They don't know that I'm gay yet and I'm so scared about them finding out. I don't know what to do – I just want to die" (boy, 15)*

Any child can be vulnerable to Peer-on-peer abuse due to the strength of peer influence during adolescence, and staff should be alert to signs of such abuse amongst all children. Individual and situational factors can increase a child's vulnerability to abuse by their peers. For example, an image of a child could be shared, following which they could become more

vulnerable to Peer-on-peer abuse due to how others now perceive them, regardless of any characteristics which may be inherent in them and/or their family. Peer group dynamics can also play an important role in determining a child's vulnerability to such abuse. For example, children who are more likely to follow others and/or who are socially isolated from their peers may be more vulnerable to Peer-on-peer abuse. Children who are questioning or exploring their sexuality may also be particularly vulnerable to abuse by their peers.

Research suggests that Peer-on-peer abuse may affect boys differently from girls, and that this difference may result from societal norms (particularly around power, control and the way in which femininity and masculinity are constructed) rather than biological make-up. Barriers to disclosure will also be different. As a result, schools need to explore the gender dynamics of Peer-on-peer abuse within their settings and recognise that these will play out differently in single sex, mixed or gender imbalanced environments.

### **A whole school approach;**

#### **How can the school raise awareness of and prevent Peer-on-peer abuse?**

##### **School environment**

The school actively seeks to raise awareness of and prevent all forms of peer-on-peer abuse by: Educating all Governors, Senior Leadership Team, staff and volunteers, students, and parents about this issue. This includes:

- training all Governors, Senior Leadership Team, staff and volunteers on the nature, prevalence and effect of Peer-on-peer abuse, and how to prevent, identify and respond to it. This includes

(a) Contextual Safeguarding;

(b) the identification and classification of specific behaviours;

(c) the importance of taking seriously all forms of Peer-on-peer abuse (no matter how low level they may appear) and ensuring that no form of peer-on-peer abuse is ever dismissed as horseplay or teasing.

- Training includes case studies, which the staff design themselves, educating children about the nature and prevalence of Peer-on-peer abuse via PSHE and the wider curriculum. For example, by addressing gender inequality in a statistics class, or by reviewing literature in an English class which addresses bullying and its effect on mental health. Students are frequently told what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse. They are regularly informed about Peer-on-peer abuse.

- Engaging parents on this issue by:

(a) talking about it with parents, both in groups and one to one;

(b) asking parents what they perceive to be the risks facing their child and how they would like to see the school address those risks;

(c) involving parents in the review of school policies and lesson plans; and

(d) encouraging parents to hold the school to account on this issue.

Ensuring that all Peer-on-peer abuse issues are fed back to the school's Safeguarding Lead so that they can spot and address any concerning trends and identify students who may be in need of additional support. [This is done by way of a weekly staff meeting at which all concerns about students (including Peer-on-peer abuse issues) are discussed;

- challenging the attitudes that underlie such abuse (both inside and outside the classroom);
- working with Governors, Senior Leadership Team, all staff and volunteers, students and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the School community;
- creating conditions in which our students can aspire to and realise safe and healthy relationships;
- creating a culture in which our students feel able to share their concerns openly, in a non-judgmental environment, and have them listened to; and
- responding to cases of peer-on-peer abuse promptly and appropriately

### **Multi-agency working**

The School actively engages with its local partners in relation to peer-on-peer abuse, and works closely with, for example, Suffolk County Council, Norfolk LSCB, Norfolk County councils MASH team, children's social care, and the Norfolk Safeguarding Forum and/or other relevant agencies, and other schools.

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

- (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 are able to 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; and
- (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 school actively refers concerns/allegations of Peer-on-peer abuse where necessary to Suffolk & Norfolk County Councils' MASH/CADS team, children's social care, and/or other relevant agencies. This is particularly important because peer-on-peer abuse can be a complex issue, and even more so where wider safeguarding concerns exist. It is often not appropriate for one single agency (where the incident cannot be managed internally) to try to address the issue alone – it requires effective partnership working.

## **Responding to concerns or allegations of Peer-on-peer abuse**

### **General Principles**

It is essential that all concerns/allegations of Peer-on-peer abuse are handled sensitively, appropriately and promptly. The way in which they are responded to can have a significant impact on our School environment. Any response should:

- include a thorough investigation of the concerns/allegations and the wider context in which they may have occurred (as appropriate);
- treat all children involved as being at potential risk - while the child allegedly responsible for the abuse may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and be at risk of harm themselves. Schools should ensure a safeguarding response is in place for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it, and additional sanctioning work may be required for the latter;
- take into account that the abuse may indicate wider safeguarding concerns for any of the children involved and consider and address the effect of wider social-cultural contexts, such as the child's/children's peer group (both within and outside the school), family, the school environment, their experience(s) of crime and victimisation in the local community and the child/children's online presence.
- Consider what changes may need to be made to these contexts to address the child's/children's needs and to mitigate risk; the potential complexity of Peer-on-peer abuse and of children's experiences and consider the interplay between power, choice and consent. While children may appear to be making choices, if those choices are limited, they are not consenting; and
- the views of the child/children affected. Unless it is considered unsafe to do so (for example, where a referral needs to be made immediately), the DSL should discuss the proposed action with the child/children and their parents and obtain consent to any referral before it is made. The school should manage the child/children's expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so.

### **What should you do if you suspect either that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s)?**

If a student is in immediate danger, or at risk of significant harm, a referral to children's social care and/or the police should be made immediately. Anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed as soon as possible that a referral has been made (for referral guidance see Safeguarding Child Protection Policy).

If a member of staff thinks for whatever reason that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s), they should discuss their concern with the DSL without delay (in accordance with the schools safeguarding and child protection policy) so that a course of action can be agreed.

If a child speaks to a member of staff about Peer-on-peer abuse that they have witnessed or are a part of, the member of staff should listen to the child and use open language that demonstrates understanding rather than judgement. For further details please see the procedure set out in the schools safeguarding and child protection policy.

### **How will the school respond to concerns or allegations of Peer-on-peer abuse?**

The DSL will discuss the concerns or allegations with the member of staff who has reported them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected.

DSLs should always use their professional judgement to determine whether it is appropriate for alleged behaviour to be dealt with internally and, if so, whether any external specialist support is required. In borderline cases the DSL may wish to consult with children's social care and/or any other external agencies on a no-names basis to determine the most appropriate response. Where the DSL considers or suspects that the behaviour in question might be abusive or violent on a spectrum (as opposed to inappropriate or problematic), the DSL should contact Norfolk's County Councils MASH/CADS team, or as otherwise in accordance with the LSCB's procedures immediately, and in any event within 24 hours of the DSL becoming aware of it. The DSL will discuss the allegations/concerns with MASH/CADs, or as otherwise in accordance with the LSCB's procedures) and agree on a course of action, which may include:

- A) Manage internally with help from external specialists where appropriate and possible. Where behaviour between peers is abusive or violent (as opposed to inappropriate or problematic), scenarios B, C or D should ordinarily apply. However, where support from local agencies is not available, the school may need to handle allegations/concerns internally. In these cases, the school will engage and seek advice from external specialists (either in the private and/or voluntary sector).
- B) Undertake/contribute to an inter-agency early help assessment, with targeted early help services provided to address the assessed needs of a child/children and their family. These services may, for example, include CAMHS, a specialist harmful sexual behaviour team, and/or youth offending services.
- C) Refer child/children to children's social care for a section 17 and/or 47 statutory assessment. As a matter of best practice, if an incident of peer-on-peer abuse requires referral to and action by children's social care and a strategy meeting is convened, then the school will hold every professional involved in the case accountable for their safeguarding response, including themselves, to both the child who has experienced the abuse, and the child who was responsible for it, and the contexts to which the abuse was associated.

- D) Report alleged criminal behaviour to the Police. Alleged criminal behaviour will ordinarily be reported to the Police. However, there are some circumstances where it may not be appropriate to report such behaviour to the Police. For example, where the exchange of youth produced sexual imagery does not involve any aggravating factors. All concerns/allegations will be assessed on a case by case basis and considering the wider context.

### **Individual risk and needs assessment**

Where there is an incident of Peer-on-peer abuse, the school will carry out a robust risk and needs assessment in respect of each child affected by the abuse. These risk assessments will:

- engage the child's parents and draw upon local services;
- assess and address the nature and level of risks that are posed and/or faced by the child;
- work with agencies to ensure that the child's needs are met in the long-term. Consider whether any targeted interventions are needed to address the underlying attitudes or behaviour of any child; and
- be reviewed at regular intervals considering the child's on-going needs to ensure that real progress is being made which benefits the child.

If at any stage the child's needs escalate, the DSL should contact Suffolk / Norfolk County Council MASH/CAD or as otherwise in accordance with the LSCB's procedures) to determine the appropriate course of action.

### **Disciplinary action**

The school will consider whether disciplinary action may be appropriate for any child/children involved – any such action should address the abuse, the causes of it, and attitudes underlying it. Disciplinary action may sometimes be appropriate, including (a) to ensure that the child/children take(s) responsibility for and realise(s) the seriousness of their behaviour; (b) to demonstrate to the child/children and others that Peer-on-peer abuse can never be tolerated; and (c) to ensure the safety and well-being of other children. However, these considerations must be balanced against the child's/children's own potential unmet needs and any safeguarding concerns. Before deciding on appropriate action the school will always consider its duty to safeguard all children from harm; the underlying reasons for a child's behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the peer-on-peer abuse and the causes of it.

The school will, where appropriate, consider the potential benefit, as well as challenge, of using managed moves or exclusion as a response, and not as an intervention, recognising that even if this is ultimately deemed to be necessary, some of the measures referred to in this policy may still be required. Exclusion will only be considered as a last resort and only where necessary to ensure the safety and well-being of the other children in the school. Engaging in Fair Access Panel Processes to assist with decision-making associated to managed moves and exclusions can also be beneficial. Disciplinary interventions alone are rarely able to solve issues of Peer-on-peer abuse, and the school will always consider the

wider actions that may need to be taken, and any lessons that may need to be learnt going forwards, as set out above and below:

### **On-going proactive work to a contextual whole-school approach**

The school's response to concerns/allegations of peer-on-peer abuse will be part of on-going proactive work by the school to embed best practice and take a contextual whole-school approach to such abuse. As such the school's response can become part of its wider prevention work. This response may include the school asking itself a series of questions about the context in which an incident of peer-on-peer abuse occurred in the school, the local community in which the school is based, and the wider physical and online environment - such as:

- (a) What protective factors and influences exist within the school (such as positive peer influences, examples where peer-on-peer abuse has been challenged, for example) and how can the school bolster these?
- (b) How (if at all) did the school's physical environment contribute to the abuse, and how can the school address this going forwards, for example by improving the school's safety, security and supervision?
- (c) Did wider gender norms, equality issues and/or society 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, an issue or the handling of 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 school works with children to raise their awareness of and/or prevent peer-on-peer abuse, including by way of the school's PSHE 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 school engages with parents to address peer-on-peer abuse issues?
- (i) Are there underlying issues that affect other schools 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 school?
- (l) Is there need to work with the family and provide parental support within the Home?

If these questions are asked and answers indicate areas needs developing, the answers to these questions can then be developed into an action plan, that is reviewed on a regular basis by school leadership and the DSL.

**Other relevant school policies that work in line with this policy;**

Safeguarding and Child Protection Policy

PCT Education's Behaviour Management Policy

School's Anti-Bullying Policy

Missing from Education Policy

Curriculum Overview

Exclusions policy