

PEER ON PEER ABUSE POLICY

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Statement of Policy:

The aim of the Academy's Peer on Peer Abuse policy is to ensure that students learn in a supportive, caring and safe environment without fear of peer on peer abuse. Peer on Peer Abuse is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of peer on peer abuse are addressed will students be able to fully benefit from the opportunities available at the Academy. We aim to create and maintain an ethos in which students feel safe to report peer on peer abuse and are confident in our ability to help them.

The aims are:

- to prevent the occurrence of peer on peer abuse
- to create a positive and safe learning environment
- to develop individual pupil's self-esteem and respect for others
- to have a robust and consistent method for dealing with incidents of peer on peer abuse
- to resolve peer on peer abuse by means of restorative measures, support or sanctions which are directly linked with our Behaviour Policies
- that all members of the School community share an understanding of what is defined as peer on peer abuse
- to ensure that staff and students recognise the benefit of taking a stand against peer on peer abuse
- reassuring the student that s/he was right to tell you, will be listened to and that no actions will be taken without their knowledge
- offering continuous support from the child's class teacher, Family Liaison Officer and members of the Senior Leadership Team in the Kindergarten and Primary phase, and from the student's Form Tutor, Progress Leader and their Guidance Managers who may refer to the AEN team
- offering, to all parties, the opportunity of restorative meetings
- advising students on where to gain further help, e.g. Childline

Approach

We have a clear and consistent approach to dealing with allegations of peer on peer abuse, as outlined below:

Incident is Reported or Witnessed
An alleged or witnessed incident is reported to a member of staff or by a staff member who witnessed the incident
Investigation
<p>An appropriate member of staff investigates the incident. They will establish the nature and seriousness of the incident, in addition to the roles of those involved. This should take place within 1 working day of the incident being reported.</p> <p>Form 1A should be completed and a sequential number recorded on it (the same number should be used for all documentation in relation to this incident. Forms 1B and 1C should be used as a guide to investigate the incident and will provide a log of evidence identified.</p>
Assessment Use Turner Schools Peer on Peer Abuse Assessment Flowchart
<p>Staff should look for evidence that the behaviour:</p> <ul style="list-style-type: none"> ● has occurred before or by its nature has caused repeated experience or the fear of it, e.g. cyber bullying or serious incident ● was deliberately intended to cause distress and/or harm ● has created a sense of powerlessness on the part of the individual being targeted <p>And consider:</p> <ul style="list-style-type: none"> ● whether any aggravating factors such as equalities dimensions have been taken into account and been addressed

Hurtful behaviour has occurred, but it was not identified as peer on peer abuse	Evidence of peer on peer abuse is found
<ol style="list-style-type: none"> 1. Identify any harm caused to all involved and provide support if required - complete Form 2. 2. Inform parents/carers of all involved. This should ideally take place within 1 working day of the incident being reported, and always within 2 working days. 3. Decide if any sanction needs to be applied in line with the school behaviour policy. 4. Engage and inform external agencies if necessary. 5. Consider the appropriateness of informing the police. 	<ol style="list-style-type: none"> 1. Identify any harm caused to all involved and provide support if required - complete Form 2 (victim) and Form 3 (aggressor). 2. Complete Form 4 and log nature of peer on peer abuse using school safeguarding software. Ensure that dates for follow-up meetings are calendared. 3. Inform parents/carers of all involved. This should ideally take place within 1 working day of the incident being reported, and always within 2 working days. 4. This should ideally take place within 1 working day of the incident being reported, and always within 2 working days. 5. Engage and inform external agencies if necessary. 6. Consider the appropriateness of informing the police.

Repeated incidents of peer on peer abuse will result in more significant sanctions, including permanent exclusion.

The Peer on Peer Abuse Assessment Flowchart and Forms 1A, 1B, 2, 3 and 4 can be found in the appendices to this policy.

What is Peer on Peer Abuse?

Peer on Peer Abuse is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those to defend themselves. Peer on Peer Abuse is characterised by intimidation where the abuser has power over another person; it does not have to be repeated with the same victim to be peer on peer abuse. Peer on Peer Abuse can be invisible and silent; it can socially isolate victims. Peer on Peer Abuse is sustained, deliberate and targeted.

Peer on Peer Abuse can be behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Peer on Peer Abuse can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

The three main types of peer on peer abuse are:

- physical (e.g. hitting, kicking, theft, extortion)
- verbal (e.g. name calling, racist, homophobic and other discriminatory remarks)
- indirect (e.g. spreading rumours, social exclusion, use of the internet)

Students who are being abused may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, a lack in concentration or truancy from school. Students are encouraged to report peer on peer abuse in the Academy.

The Academy's teaching and support staff must be alert to the signs of peer on peer abuse and act promptly and firmly against it in accordance with school policy.

Peer on Peer Abuse can be:

- Physical harm pushing, kicking, punching, pinching, any form of violence
- Verbal abuse name-calling, sarcasm, spreading rumours, persistent teasing
- Cyber-bullying sending harmful or cruel text or images using any area of the internet or mobile phones
- Emotional abuse tormenting, making fun of someone, humiliation, isolation by groups of students from groups or activities, destroying or spoiling work, dirty looks, spreading rumours, demanding money
- Homophobic abuse unwanted physical contact, abusive comments, particularly related to sexuality
- Sexual abuse unwanted physical contact, upskirting, abusive comments, particularly of an inappropriate sexual nature

- Racist abuse Racial taunts or 'jokes' 'graffiti', gestures, making fun of customs, music, accents. Refusing to work with someone of a different cultural background

Peer on Peer Abuse is often a series of apparently minor incidents. Tackling these minor incidents will reduce the occurrence of more major or persistent peer on peer abuse. Whatever the intensity of the abuse, staff should intervene. All staff should be vigilant at all times. Every incident, however minor it may seem, is crucial for the student involved. Non-intervention condones the abuse.

Staff Responsibilities:

The following steps will be taken when dealing with incidents:

- if peer on peer abuse is suspected or reported, the member of staff concerned will complete an initial investigation form into the allegation taking a detailed account and hand it to a member of the Senior Leadership Team in the Kindergarten or Primary phase, and to the Head of House of the alleged victim in the Secondary phase
- if the incident constitutes peer on peer abuse the member of SLT/ Head of House will interview all concerned and will record the incident on SIMS (or MyConcern in the Kindergarten/ Primary phase). All initial investigation forms will be filed in the Primary phase
- class teachers/form tutors will be kept informed and asked to monitor
- parents will be kept informed
- sanctions will be used as appropriate and in consultation with families, students and staff
- restorative measures will be taken with the consent of all parties

Student Entitlement:

We will support students who have experienced Peer on Peer Abuse by:

- listening to them as soon as possible on the same day as disclosure
- making an offer of sanctuary, e.g. time in House or in the Sensory Room in the secondary phase
- offering an immediate opportunity to discuss the experience with their Guidance Manager or Head of House in the Secondary phase (a familiar member of staff in the Primary phase including the class teacher or Family Liaison Officer)

What do you do if you are experiencing Peer on Peer Abuse? (a child/ student)

You must tell a member of staff, or a more senior student*, immediately and it will be dealt with. Never stay quiet or keep peer on peer abuse a secret.

*Secondary phase

If an alleged victim denies that peer on peer abuse is taking place, and an initial investigation does not substantiate the alleged peer on peer abuse, the documents will be filed in the Principal's office (in the Primary phase) and re- activated should there be a recurrence.

Students who have initiated peer on peer abuse will be helped with:

- discussion of what happened with their class teacher or Head of Year
- help in establishing the wrong doing
- the opportunity to repair harm through mediation, facilitated by the class teacher/SLT in the Primary phase or Guidance Manager/ Head of House or by referral to Student Services in the secondary phase
- the involvement of families to help modify behaviour

The following disciplinary steps will be taken:

- a meeting and/ or written warning to parents, enclosing a copy of this policy
- a detention or, depending on severity, an internal exclusion

In the event of any recurrence of peer on peer abuse on the same child, there will be, as appropriate:

- a short external fixed-term exclusion
- a long external fixed-term exclusion

What do you do if you see or know someone is experiencing peer on peer abuse?

We all have a responsibility to make sure that peer on peer abuse is not allowed to continue at our Academy. It can make people feel miserable and insecure. In its worst forms it can ruin people's lives. If you see or know someone experiencing peer on peer abuse you must tell a member of staff. Not telling means that the student being abused may continue to suffer and the instigator may carry on, probably with other students too.

Peer on Peer Abuse outside school premises:

Schools have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. This can relate to any peer on peer abuse incidents occurring anywhere off the school premises. Where peer on peer abuse outside school is reported to school staff, it should be investigated and acted on. The Principal should also consider whether it is appropriate to notify the Police if the misbehaviour could be criminal or poses a serious threat to a member of the public.

Parental involvement:

Following any incident, parents of both abusers and victims should be made aware of the situation and how their actions could help. They should also be made aware of support the school and outside agencies can offer, as well as sanctions that have been imposed.

Policy into practice:

It is important that tackling peer on peer abuse is seen as an on-going process which involves all members of the School community. A consistent approach by all is required.

Recording:

All incidents of peer on peer abuse will be recorded according to procedures in the Behaviour Policy. Records of the incidents and cause for concern will be kept on file in the Principal's Office in the Kindergarten and Primary phases, and the Behaviour Module in SIMS will be modified to enable this in the Secondary phase. Types of peer on peer abuse which are subject to statutory reporting (racist, homophobic, religious) will also be recorded in SIMS.

How to react when a child wants to talk about peer on peer abuse:

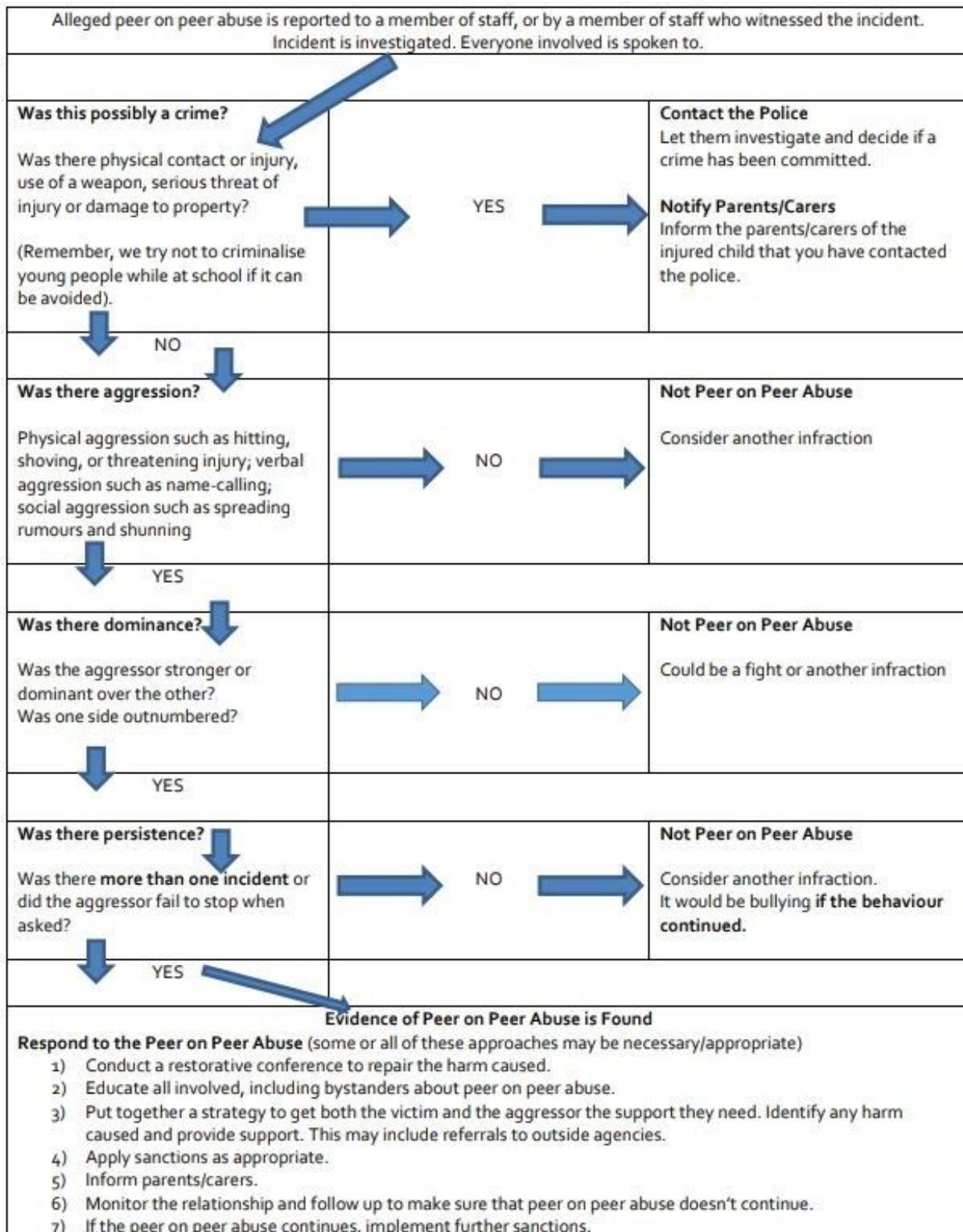
Before the student gives you any details, let them know that you may need to tell someone else; do not promise confidentiality.

- Accept what the student says (however unlikely the story may sound)
- Keep calm
- Be aware that the student may have been threatened

At the conclusion of the conversation:

- Again reassure the student that they were right to tell you and that you have taken what they have said seriously
- Let the student know what you are going to do next and that you will be informing their class teacher/ member of SLT or Guidance Manager and Head of House, according to the Academy phase
- Make notes or complete an investigation form immediately, writing down exactly what the student said, when he/she said it and what was happening at the time.
- Report your discussions and give your notes/investigation form, as soon as possible, to the student's class teacher/ member of SLT or Guidance Manager and Head of House, according to the Academy phase so that the appropriate next steps can be actioned.

Appendix 1



Appendix 2

Report Number:

Form 1A

Initial Investigation into allegation of peer on peer abuse

Completed by:
Position:
Date:

Reported by:
Role:
Date:

Form of referral:

Verbal Report

Phone Call

Letter

Email

Child(s) name(s) alleged to be experiencing peer on peer abuse	Age

Child(s) name(s) alleged to be engaging in peer on peer abuse	Age

Reported account:

Details gathered to date: (use Form 1b restorative questions to interview)

Action taken to date: (please tick relevant boxes)

<input type="checkbox"/>	Checked for earlier incidents involving same pupils	<input type="checkbox"/>	Notified class teacher
<input type="checkbox"/>	Individual discussions with pupils involved	<input type="checkbox"/>	Group discussion with pupils involved
<input type="checkbox"/>	Discussion of incident with peers/class	<input type="checkbox"/>	Restorative intervention
<input type="checkbox"/>	On-going support/monitoring from staff	<input type="checkbox"/>	Details of action agreed with pupils
<input type="checkbox"/>	Applied sanctions	<input type="checkbox"/>	Parent letter/meeting

Any additional action taken:

Was alleged peer on peer abuse confirmed	*Yes	No	Insufficient evidence
*If yes, please log details on Form 4 'Confirmed peer on peer abuse report form'			

Factors to help determine if incident constitutes peer on peer abuse

? Incident was peer on peer abuse if all 3 warnings below are confirmed

- Hurt has been deliberately/knowingly caused (physically or emotionally)
- It is a repeated incident or experience or the involvement of a group
- Involves an imbalance of power:
 - target feels she cannot defend her/himself, or perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name calling etc)

? Incident was cyberbullying if messages of an intimidating, humiliating or threatening nature were sent or left on a social networking site.

? Incident was not peer on peer abuse on this occasion because it was:

- the first hurtful incident between these children
- teasing/banter between friends without intention to cause hurt
- falling out between friends after a quarrel, disagreement or misunderstanding
- conflict that got out of hand
- activities that all parties have consented to and enjoyed (check for coercion)

Focus of peer on peer abuse

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		

Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

Details of any support given:

- Peer support
- Referral to external agencies
- Referral to CAMHS
- Counselling
- None - offered but refused
- None offered
- Other - please specify:

Initial Investigation into allegation of peer on peer abuse additional information sheet

Continued reporting account:

Additional details gathered to date:

Additional action taken to date:

Information sheet

Report number:

Form 1B

Restorative Questions in Response to Challenging Behaviour

Name: _____

Date: _____

1. Describe what happened?

2. What were you thinking at the time?

3. Since the incident, what have you been thinking about?

4. Who has been affected by what you have done?

5. In what way do you think they have been affected?

6. What do you think you need to do to make things right?

7. How are you going to implement the items above to make things right?

Staff name: _____

Date: _____

Restorative Questions when someone has been harmed

Name: _____

Date: _____

1. Describe what happened?

2. What did you think when you realised what had happened?

3. What impact has this incident had on you?

4. Do you think this incident impacted on others and if so who?

5. What has been the hardest thing for you over this incident?

6. What do you think needs to happen to make things right?

7. How can the items above be implemented and by whom?

Staff name: _____

Date: _____

Appendix 3

Report Number:	
Support Provided for a Targeted Child	
Support Provided:	Separate on-site provision
	Regular contact with chosen member of staff
	Restorative process
	Empowerment education (Resilience training)
	Pastoral team support
	Formal counselling
	Parental meetings
	CAMHS
	Other:
Post-Incident Impact Monitoring and Further Action:	
Has the relationship been repaired?:	
Has achievement/ability to learn been affected?:*	
Has there been a change in the pattern of attendance?:	
Any change in social issues?:	
Any change in mental or emotional state?:	
How was the partnership with the parents/carers?:	
Does the target feel safe at school?:	
Does the target feel safe on journeys to and from school?:	
Does the target feel safe while online?:	

Form completed by:

Date:

***N.B If the incident leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then schools should consider whether the child will benefit from being assessed for SEND.**

Appendix 4

Report Number:	
Support Provided for a Child of peer on peer abuse	
Support Provided:	Separate on-site provision
	Regular contact with chosen member of staff
	Restorative process
	Corrective education
	Removal to a different group/form
	Pastoral team support
	Formal counselling
	Parental meetings
	CAMHS
	Sanction
	Other:
Post-Incident Impact Monitoring and Further Action:	
Has the relationship been repaired?:	
Has achievement/ability to learn been affected?:*	
Has there been a change in the pattern of attendance?:	
Any change in social issues?:	
Any change in mental or emotional state?:	
How was the partnership with the parents/carers?:	
Have there been any signs of remorse?	
Any other relevant information?	

Form completed by:

Date:

***N.B If the incident leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then schools should consider whether the child will benefit from being assessed for SEND.**

Confirmed Peer on Peer Abuse Form

For each incident please complete one form and return to the designated teacher for collation and monitoring

1. Focus of peer on peer abuse

Please tick all elements which apply in your understanding of the incident(s)

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

2. Manifestations of peer on peer abuse (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	

Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

3. Those involved – please also record where appropriate:

- **adults as targets or perpetrator's (At) or (Ap)**
- **perpetrators from outside the school community (O)**
- **children who are in care (CIC) or who have Special Educational Needs (SEN)**

Child(s) name(s) who are experiencing peer on peer abuse	Age	Codes (see above)

Child(s) name(s) who are engaging in peer on peer abuse	Age	Codes (see above)

4. **Description of incident(s):** Please give a precise account including dates, times, places and any witnesses. Attach any further information (e.g. pupils' accounts, witness statements, notes of meetings)

5. **Actions taken:** Please record all steps (including meetings, letters, investigations, sanctions)

6. **Summary of those notified and/or involved**

	✓	Any details (e.g. dates)
Principal		
Chair of Governors		
Class Teacher		
Head of Year		
'Target' parents/carers notified		
'Target' parents/carers invited to school		
'Offenders' parents/carers notified		
'Offenders' parents/carers invited to school		
Local Authority informed		
Police		
Others (specify)		

7. **Date for monitoring progress of those involved.** Follow up on the incidents and check that all parties are progressing well academically and socially. Ensure that these dates are calendared.

Date 1

Date 2

Date 3

Complete Form 2 with details of monitoring progress if needed

Member of staff completing this form:

Name:

Date:

Confirmed peer on peer abuse form additional Information

Continued description of incident:

Additional action taken:

Monitoring progress:

Date 1:

Date 2:

Date 3: