



Peer on Peer Policy

DATE CREATED:	10 th October 2020
CREATED BY:	Tom Cash, Headteacher
DATE APPROVED:	10 th October
APPROVED BY:	Head Teacher
REVIEW DATE:	October 2021

Introduction

At Kickstart Academy we understand that peer on peer abuse can take place and recognise our role in preventing this. As a Pupil Referral Unit we are aware that our students may have vulnerabilities and we need to be vigilant in effectively dealing with peer on peer abuse. This policy supports other policies/procedures and sets out what Kickstart Academy has in place around preventing peer on peer abuse.

What is peer-on-peer abuse?

Peer-on-peer abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexual violence and sexual harassment
- Upskirting
- Sexting (also known as youth produced sexual imagery)
- Initiation/hazing type violence and rituals

This is explained in page 27 of [Keeping Children Safe in Education](#).

Staff training

We know what to look for is vital to early identification of peer-on-peer abuse and preventing it from escalating. Provide staff with regularly updated and appropriate safeguarding training that enables them to understand:

- How to identify the indicators of abuse
- What to do if they have a concern about a child
- How to respond to a report of abuse
- How to offer support to children
- Where to go if they need support

This is explained in part 1 of [Keeping Children Safe in Education](#), the Department for Education's (DfE's) statutory safeguarding guidance.

Challenging inappropriate behaviours

As a school we have a behaviour policy and measures in place to prevent all forms of bullying, and our child protection policy also includes the procedures we have in place to minimise the risk of peer-on-peer abuse.

As part of enforcing behavior and child protection policies and measures, staff challenge inappropriate behaviours by, for example:

- Making clear that sexual violence and sexual harassment is not accepted, will never be tolerated and is not an inevitable part of growing up

- Not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys'

Dismissing inappropriate behaviours risks normalising them. We have clear sanctions in place to respond effectively to incidents.

This is outlined in the DfE's guidance on [sexual violence and sexual harassment](#) (page 7).

Addressing issues associated with peer-on-peer abuse

Our curriculum ensures that children are taught about safeguarding, including how to stay safe online. However, our curriculum also tackles issues such as:

- Healthy and respectful relationships
- What respectful behaviour looks like
- Consent
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- Sexual violence and sexual harassment

These issues are addressed in an age-appropriate and inclusive way, and are explored through our relationships and sex education (RSE), and personal, social, health and economic (PSHE) provision.

This is based on pages 16 and 17 of the DfE's guidance on sexual violence and sexual harassment, linked to above.

Resources

Child Exploitation and Online Protection (CEOP) Command has developed [resources](#) to help support young people with developing confident, healthy approaches to relationships and the internet. These include videos, toolkits and activities that can be used in lessons, assemblies, or shared with parents.

Childnet International has an [online safety PSHE toolkit](#) with films and lesson plans exploring issues such as:

- Cyber-bullying
- Sexting
- Peer pressure
- Self-esteem

The National Society for the Prevention of Cruelty to Children (NSPCC) has a range of [safeguarding teaching resources](#) including lesson plans on personal safety, healthy relationships and online bullying.

Context and work with local partners

Peer-on-peer abuse incidents and/or inappropriate behaviours can be associated with factors outside of the school. We consider the context when preventing and dealing with such incidents.

For example, when tackling violence it's important to:

- Understand the problems that young people are facing both in school and in their local community
- Consider possible avenues of support
- Work with local partners (who may have valuable information, resources or expertise) such as the police and youth offending teams. Local safeguarding children board/safeguarding partners may also be able to provide support

This is explained on pages 9 to 12 of the Home Office's guidance on [preventing youth violence and gang involvement](#).

Specialist support

We consider carefully if we need external input, particularly when approaching sexual violence and sexual harassment as part of preventing peer-on-peer abuse. Specialist organisations may be able to support by training staff, teaching children and/or providing them with support.

Organisations could include:

- [NSPCC](#)
- [UK Safer Internet Centre](#)
- [Brook](#)
- [The Anti-Bullying Alliance](#)

For more organisations, see annex A of the DfE's advice on sexual violence and sexual harassment (linked to in section 2 of this article) and pages 16 to 18 of the DfE's guidance on [preventing bullying](#).