The Federation of the Church Schools of Shalfleet and Yarmouth

Achieving Together for a Brighter Future

Peer on Peer Abuse

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Signed_____ Date_____

This policy should be read in conjunction with:

The Child Protection and Safeguarding Policy and all associated policies

PEER ON PEER ABUSE POLICY

LEGISLATION

As a Federation we are committed to providing a warm, friendly and disciplined atmosphere in which every child is valued, challenged and fully developed. We aim to provide an ethos of good behaviour where pupils treat one another and the school staff with respect, creating an inclusive environment. Pupils can openly discuss bullying without fear of discrimination and are not afraid to challenge and stand up for what they know is right. We promote a safe and calm community that is free from disruption and in which learning is the primary focus. We promote equality and ensure safeguarding for all and provide the opportunities that will allow each student to achieve success in as many aspects of their school life as possible. The Equality Act 2010 provides for a Public Sector Equality Duty which requires public bodies, including schools, to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.

- Advance equality of opportunity

- Foster good relationships between people. The measures taken by schools with regard to behaviour and bullying prevention MUST be communicated to all staff, parents and pupils.

DEFINING BULLYING

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:

- Verbal e.g. name-calling, threatening harm, repeated teasing

- Physical e.g. hitting, kicking, scratching, hair pulling

- Ignoring or excluding

- Turning friends against the victim

- Cyber bullying via texts or the Internet

- Sending nasty notes

Bullying can be motivated by prejudice against particular groups on grounds of religion, race, gender, physical characteristics, disability or because a child is adopted or in the care system. Stopping violence is obviously the school's first priority but emotional bullying can be even more damaging and schools must act on this quickly.

AIMS OF THE POLICY

The governors and staff at the Federation of the Church Schools of Shalfleet and Yarmouth Primary Schools are committed to providing and encouraging a caring and secure environment where all pupils can learn and develop in order to prepare them for adult life. In order to do this it is vital that pupils, parents, staff and Governors are aware of what is considered unacceptable behaviour within our school, what procedures and strategies are in place to deal with incidents of bullying and how the methods intended to keep our pupils safe are monitored.

THE DEVELOPMENT OF OUR POLICY

This policy is based on our School Behaviour Policy and the evaluation of information and evidence gained from pupils, parents and staff through questionnaires, discussions in class and in assemblies and from other sources of help such as the DFE publication "Prevention and Tackling Bullying". It aims to outline the school's preventative strategies and procedures in cases of bullying. The effectiveness of this policy and how the school could improve its monitoring of pupil behaviour is assessed through regular use of the

questionnaire, discussions and talks in school assemblies, the Junior Leadership Team, the work of the ELSAs, the confidential post-box and contact with parents and governors.

PREVENTATIVE STRATEGIES

The main ways to prevent bullying are to create an ethos of good behaviour where pupils treat each other and school staff with respect, and to teach children about the importance of understanding and tolerating differences between people. This may be done in discrete PSHE lessons and school assemblies or in class in order to respond to specific situations. We also believe it necessary to regularly teach about the dangers of cyber-bullying.

Other strategies to prevent bullying are:

- Proactively seeking to celebrate success to create a positive school culture

- Positive behaviour is encouraged and expected at all times. It is also recognised and fostered by our reward system.
- Personal Development lessons provide opportunities to explore bullying as a topic.
- Teaching methods employed encourage co-operative work inside and outside the classroom.
- Extra-curricular activities provide opportunities for encouraging better co-operation and understanding between children.
- E-Safety across the school and via Assemblies to include safe practice involving the use of on-line chat rooms /social networking sites and mobile phones.
- During Anti-Bullying Week in November the whole school spends time considering the current theme. This is delivered through assemblies, displays and classroom-based activities using age-appropriate activities.
- The Pupils' Code of Behaviour and Anti-Bullying Charter are displayed in each classroom and around the school and all pupils are aware of what is deemed acceptable and unacceptable behaviour.
- Years 1 to 6 have elected Junior Leadership Team members who can convey pupil ideas and suggestions for creating a caring and stimulating learning environment. They meet with the Head termly and the Learning Leader weekly to offer up pupil suggestions.
- A child-friendly confidential post-box is provided for pupils to write their concerns directly.
- Benches have been provided near the playgrounds for pupils wishing to sit and not play.
- When the weather permits, playground and field games are available at lunchtime and playtime which encourage co-operative play.
- Staff encourage children to report bullying and create a positive and safe environment where pupils' concerns can be expressed and problems solved without fear of victimisation.
- Anti-bullying leaflets are given out to parents and copies are available in school.

PROCEDURES FOR DEALING WITH BULLYING

The Headteacher is informed of all cases of bullying that occur. Cases of bullying are always dealt with by a senior member of staff and usually by the Headteacher. Parents of both parties will be contacted if the Headteacher feels it is necessary. Disciplinary measures must be applied fairly, consistently and reasonably, taking into account the needs of vulnerable pupils. It is important to consider the motivations behind the bullying behaviour and whether it reveals any concerns for the safety of the perpetrator.The Federation believes in forgiveness and operates a restorative justice model for use with the children, especially the perpetrator to resolve the matter and tackle any underlying issues. The consequences of bullying behaviour must reflect the seriousness of the incident so that the children see that bullying is unacceptable and punishable.

Sanctions

These sanctions will depend on a variety of factors but must be applied consistently and fairly. In all cases the sanctions will include an apology to the victim and will follow the restorative justice model.

Sanctions may include:

- Detention - Being kept in at playtime/lunchtime for a fixed period

- Being prevented from taking part in a treat

- Involvement of parents

- Short-term fixed exclusion - Involvement of Community Support Officer (in serious cases)

- Sessions with the ELSA or the Family Services Manager to enable the perpetrator to understand the consequences of their behaviour and to develop strategies to prevent the behaviour happening again.

BULLYING OUTSIDE SCHOOL

Head teachers now have the power to try and regulate pupils' conduct when they are not on school premises. Bullying outside school will be investigated and acted upon. In these cases the parents of victim and perpetrator will be involved as may members of the local community e.g. local church leaders, mosque leaders, Community Support Officer.

RECORDING AND REPORTING INCIDENTS

The Head teacher has a duty to record and report incidents of racism to the Local Authority. She also records incidents of poor behaviour and bullying in a Behaviour Log. This Log can be used to detect any patterns of bullying towards or by a particular pupil. The Head teacher must decide when to report an incident of bullying to the Police or other authorities depending on the seriousness of the incident and other circumstances. The Head teacher will also need to decide if there is a need to involve other external services to support the child.

INVOLVEMENT OF PUPILS AND PARENTS

The school will ensure that ALL pupils are involved in preventing and tackling bullying (see Anti-Bullying Charter). Pupils will be made aware that they can help to tackle bullying if they report incidents that they have seen or have been made aware of. If they do not report incidents pupils need to be aware that they can actually contribute towards bullying. Parents will be made aware of the content of the school's Anti-Bullying Policy and we hope that they will feel confident that the school will take any complaint of bullying seriously and that it will be dealt with. The school in turn will expect the parents to reinforce at home the importance of good behaviour and to support any sanctions the school may give to a perpetrator of bullying.

MONITORING AND ACCOUNTABILITY

The new OFSTED framework (2019) now includes "Behaviour and Attitudes" as one of its key criteria for inspections. The school must be able to demonstrate the impact of its Anti-Bullying Policy. In order to do this, the school will monitor and evaluate the policy regularly. All pupils will be asked to complete questionnaires regularly. The results of these will be analysed and compared with previous years. Records of any bullying incidents will be reviewed in order to monitor and assess any increase in frequency or type of bullying being reported. Parents are encouraged to report immediately any concerns they may have about behaviour. Parental questionnaires will be given when the Head teacher requires a formal review of the views of parents, which will be completed annually.

APPENDIX 1

Categories of Peer on Peer Abuse defined:

PHYSICAL ABUSE

Physical Abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

Some of the following signs may be indicators of physical abuse:

Children with frequent injuries;

Children with unexplained or unusual fractures or broken bones;

Children with unexplained bruises or cuts; burns or scalds; or bite marks.

Staff should also be aware of the need to report bruising in non-independently mobile children (babies).

EMOTIONAL ABUSE

Emotional abuse involves the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.

It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying by a child's peers - including cyberbullying, online bullying through social networks, online games or mobile phones causing children frequently to feel frightened or in danger, or may involve the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child.

Some of the following signs may be indicators of emotional abuse:

o   Children who are excessively withdrawn, fearful, or anxious about doing something wrong;

SEXUAL VIOLENCE AND SEXUAL HARRASSMENT (including Upskirting)

Sexual Violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence 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 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 intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual Harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

• sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;

• sexual "jokes" or taunting;

• physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

• online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a persons clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim. The response to a report of sexual violence or sexual harassment.

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given

the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should follow the referral process. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Additional advice and support:

What to do if you're worried a child is being abused – DfE advice

• Domestic abuse: Various Information/Guidance - Home Office (HO)

• Faith based abuse: National Action Plan - DfE advice • Relationship abuse: disrespect nobody - Home Office website

E-SAFETY

It is recognised that the use of new technologies presents particular challenges and risks to children both inside and outside of school. The Federation will ensure a comprehensive curriculum response to enable all pupils to learn about and manage the associated risks effectively and will support parents and the school community (including all members of staff) to become aware and alert to the need to keep children safe online.

Detailed information can be found in the school's E-Safety Policy and other related documents, and there is information and links for parents on the school website.

At the Federation we recognise that the use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a the Federation to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

• content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;

• contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults;

• conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

At the Federation of the Chuurch Schools of Shalfleet and Yarmouth we are doing all that we reasonably can to limit children's exposure to risks from the school's or IT system. We ensure we have appropriate filters and monitoring systems in place. Whilst filtering and monitoring is an important part of the online safety picture for the Federation to consider, it is only one part. Governors and SLT consider a whole school or college approach to online safety. This will include a clear policy on the use of technology in the school.

We are aware that technology constantly evolves and changes rapidly. Governors and SLT ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training and the requirement to ensure children are taught about safeguarding, including online safety, that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

The following websites provide useful resources:

• Childnet provide guidance for schools on cyberbullying

 • Educateagainsthate provides practical advice and support on protecting children from extremism and radicalisation

• London Grid for Learning provides advice on all aspects of a school or college's online safety arrangements

• NSPCC provides advice on all aspects of a school or college's online safety arrangements

• Safer recruitment consortium "guidance for safe working practice", which may help ensure staff behaviour policies are robust and effective

• South West Grid for Learning provides advice on all aspects of a school or college's online safety arrangements

• Use of social media for online radicalisation - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq

• UK Council for Internet Safety have provided advice on sexting-in-schools-andcolleges and using-external-visitors-to-support-online-safety-education remote education, virtual lessons and live streaming

• London Grid for Learning guidance, including platform specific advice

• National cyber security centre guidance on choosing, configuring and deploying video conferencing

• National cyber security centre guidance on how to set up and use video conferencing

• UK Safer Internet Centre guidance on safe remote learning

• Childline for free and confidential advice

• UK Safer Internet Centre to report and remove harmful online content

• CEOP for advice on making a report about online abuse Parental support

• Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support

• Commonsensemedia provide independent reviews, age ratings, & other information about all types of media for children and their parents

• Government advice about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying

• Government advice about security and privacy settings, blocking unsuitable content, and parental controls

• Internet Matters provide age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world

• Let's Talk About It provides advice for parents and carers to keep children safe from online radicalization

• London Grid for Learning provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online

• Lucy Faithfull Foundation StopItNow resource can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)

• National Crime Agency/CEOP Thinkuknow provides support for parents and carers to keep their children safe online

• Net-aware provides support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games

• Parentzone provides help for parents and carers on how to keep their children safe online

• UK Safer Internet Centre provide tips, advice, guides and other resources to help keep children safe online

Sexting - Risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example 'sexting'

Prejudicial Language and Behaviour
The Federation of the Church Schools of Shalfleet and Yarmouth will not tolerate prejudicial language and behaviour. We will challenge such language and behaviour and keep meticulous records of any reported incidents. We will educate pupils about inclusion and acceptance. We will use the prejudicial language and behaviour toolkit to support challenging such behaviours.