

# **Peer on Peer Abuse (including Bullying) Policy and Procedures 2021-2022**

- a) This policy applies to all academies managed by Wootton Academy Trust (WAT)
- b) This policy was adopted in October 2020
- c) This policy is reviewed annually
- d) The next review will take place in October 2021

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### **Introduction**

Wootton Academy Trust (WAT) recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Peer on peer abuse will not be tolerated or passed off as “banter” or “part of growing up”.

We are committed to a whole Trust approach to ensure the prevention, early identification and appropriate management of peer on peer abuse within our school and college.

All references to child/children in this policy includes all young people over the age of eighteen who are students at a WAT provision.

We recognise that peer on peer abuse can manifest itself in many ways such as:

- ❖ Bullying
- ❖ Physical abuse
- ❖ Sexual violence
- ❖ Sexual harassment
- ❖ Children who display sexually harmful behaviour
- ❖ Child Sexual Exploitation
- ❖ Sexting or youth produced digital imagery
- ❖ Upskirting (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).
- ❖ Hate incidents and hate crime (acts of violence or hostility directed at people because of who they are or who someone thinks they are).
- ❖ Radicalisation
- ❖ Abuse in intimate relationships
- ❖ Criminal exploitation, gang association and serious violence (County Lines)
- ❖ Technology can be used for bullying and other abusive behaviour

### **Aim**

WAT’s Peer on Peer Abuse (including bullying) Policy outlines what the Trust will do to prevent and tackle peer on peer abuse and bullying. The policy has been drawn up through the involvement of the whole school and college community and with the support of the Local Authority.

We aim to:

- ❖ Promote and protect three rights for all our students:
  - The right to feel safe
  - The right to learn, and
  - The right to be respected

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- ❖ Ensure that students learn in a supportive, caring and safe environment without fear of being bullied, victimised or abused. Bullying and abuse is anti-social behaviour; it is unacceptable and will not be tolerated.
  - ❖ Set out the Wootton Academy Trust strategies for preventing, identifying and managing peer on peer abuse.
  - ❖ Take a contextual approach to safeguarding all children and young people involved, including the alleged perpetrator. (We acknowledge that children who have allegedly abused their peers or displayed harmful sexual behaviour are often themselves vulnerable and may have been abused by peers, parents or adults in the community).
  - ❖ Ensure this policy is clearly communicated and understood by students, parents and staff.

### **Legal Basis**

#### **Education Act 2002**

Under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014, and the Non-Maintained Special Schools (England) Regulations 2015 a duty is placed on schools and colleges in England to have regard for safeguarding and promoting the welfare of children when carrying out their duties.

#### **The Education and Inspections Act 2006**

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances.

#### **The Education (Independent School Standards) Regulations 2014**

The Education (Independent School Standards) Regulations 2014 provide that the proprietor of an Academy or other independent school ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.

#### **The Equality Act 2010**

A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

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The Duty requires public bodies 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 between people who share a protected characteristic and people who do not share it
- ❖ foster good relations between people who share a protected characteristic and people who do not share it.

### **The Education Act 2011**

This Act amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. There is no need to have parental consent to search through a young person's mobile phone.

### **Statutory Relationship and Sex Education**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

### **Criminal law**

In some cases, peer on peer abuse (including bullying) will involve the commission of criminal acts. These will need to be managed with reference to The National Police Chiefs Council's guidance "*When to Call the Police – Guidance for schools and colleges*".

### **Vulnerable Groups**

Wootton Academy Trust recognises that all children can be at risk however we acknowledge that some groups are more vulnerable. These can include:

- ❖ experience of abuse within their family;
- ❖ living with domestic violence;
- ❖ young people in care;
- ❖ children who go missing;
- ❖ children with additional needs (SEN and/or disabilities). Risks may include: assumptions that indicators of possible abuse relate to the child's disability, the potential for some children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs and communication barriers.
- ❖ children who identify or are perceived as LGBTQ+ and/or have other protected characteristics under the Equalities Act 2010.
- ❖ children with EAL
- ❖ children with poor attendance (school/college or lessons)

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Whilst research tells us girls are more frequently identified as being abused by their peers and, girls are more likely to experience unwanted sexual touching in schools this is not confined to girls. Boys are less likely to report intimate relationship abuse and may display other behaviour such as antisocial behaviour. Boys report high levels of victimisation in areas where they are affected by gangs. We recognise that both boys and girls experience peer on peer abuse, but they do so in gendered ways.

### **Bullying**

Bullying is a type of peer on peer abuse. Bullying is defined as:

**“Behaviour by an individual or group, usually repeated over time that intentionally hurts another individual either physically or emotionally.”**

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school or college does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. Effectively preventing and tackling bullying, will help to create a safe, disciplined environment where students are able to learn and fulfil their potential.

Bullying can take place face to face, via other young people or electronically (cyber bullying). It can include: name calling, taunting, mocking, making offensive comments, physical assault, taking belongings, inappropriate messaging, sharing offensive or degrading images, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untrue rumours.

Bullying can happen to anyone (including staff). Bullying can be motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, appearance or health conditions, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying often differs from other kinds of aggressive behaviour because there is a deliberate intention to hurt or humiliate, there is normally an imbalance of power that makes it hard for the victim to defend themselves, and it is usually persistent. This imbalance of power can manifest itself in several ways; it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

In the case of cyber bullying it can happen at any time of the day and in any place and extends the audience and reach of the perpetrator.

Just as it is unacceptable for students to be bullied, it is also not acceptable for students, parents or colleagues to denigrate, abuse and bully WAT staff via social media in the same way that it is unacceptable to do so face to face.



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### **Bullying and abuse which occurs outside of School or College**

- ❖ Staff will be alert to the possibility that bullying and abuse by other young people outside of school/college can and often does, spill over into students' experiences in school/college.
- ❖ Where bullying or abuse occurs outside school/college and involves one or more of our students is reported to WAT staff, it should be investigated and acted on.
- ❖ The parents/carers of the students involved will be consulted with regard to the investigation and outcomes.
- ❖ Where the misbehaviour poses a serious threat to a member of the public, the police will be informed.
- ❖ Disciplinary sanctions for bullying or peer abuse outside of school/college (and implementation of those sanctions) will only take place on the school premises or when the student is under the lawful control of WAT staff, for instance on a school trip.

### **Sexual violence and sexual harassment**

Sexual violence and sexual harassment can occur between two children of any age and gender sex, or a group of children sexually assaulting or sexually harassing a single child or group of children. The impact of this behaviour on children can be very distressing and have an impact on safety, attendance, academic achievement and emotional health and wellbeing. Sexual harassment and sexual violence may also occur online and offline.

Wootton Academy Trust acknowledges that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. All staff working at WAT will maintain an attitude that 'it could happen here'. The Trust also acknowledges that children displaying harmful sexual behaviour have often experienced their own abuse and trauma.

### **Harmful sexual behaviour**

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. 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:

<b>Normal</b>	<b>Inappropriate</b>	<b>Problematic</b>	<b>Abusive</b>	<b>Violent</b>
Developmentally expected	<ul style="list-style-type: none"> <li>• Single instances of inappropriate sexual behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Problematic and concerning behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• Victimising intent or outcome</li> </ul>	<ul style="list-style-type: none"> <li>• Physically violent sexual abuse</li> </ul>
Socially acceptable	<ul style="list-style-type: none"> <li>• Socially acceptable behaviour within peer group</li> </ul>	<ul style="list-style-type: none"> <li>• Developmentally unusual and socially unexpected</li> </ul>	<ul style="list-style-type: none"> <li>• Includes misuse of power</li> </ul>	<ul style="list-style-type: none"> <li>• Highly intrusive</li> </ul>
Consensual, mutual, reciprocal	<ul style="list-style-type: none"> <li>• Context for behaviour may be inappropriate</li> </ul>	<ul style="list-style-type: none"> <li>• No overt elements of victimisation</li> </ul>	<ul style="list-style-type: none"> <li>• Coercion and force to ensure victim compliance</li> </ul>	<ul style="list-style-type: none"> <li>• Instrumental violence which is physiologically and/or sexually arousing to the perpetrator</li> </ul>
Shared decision making	<ul style="list-style-type: none"> <li>• Generally consensual and reciprocal</li> </ul>	<ul style="list-style-type: none"> <li>• Consent issues may be unclear</li> </ul>	<ul style="list-style-type: none"> <li>• Intrusive</li> </ul>	<ul style="list-style-type: none"> <li>• Sadism</li> </ul>
		<ul style="list-style-type: none"> <li>• May lack reciprocity or equal power</li> </ul>	<ul style="list-style-type: none"> <li>• Informed consent lacking, or not able to be freely given by victim</li> </ul>	
		<ul style="list-style-type: none"> <li>• May include levels of compulsivity</li> </ul>	<ul style="list-style-type: none"> <li>• May include elements of expressive violence</li> </ul>	

In some cases, the harmful behaviour will progress within the continuum. Children displaying harmful sexual behaviour have often experienced their own abuse and trauma. Harmful sexual behaviour should be considered in a child protection context.

All WAT staff will:

- ❖ Report any concerns about a student which may indicate harmful sexual behaviour.

Under the direction of the DSL, WAT safeguarding/pastoral staff will:

- ❖ Offer appropriate support and intervention to students engaging in harmful sexual behaviour in order to try to prevent the behaviour from becoming problematic, abusive and/or violent behaviour in the future.

**Sexual Violence**

This includes rape, assault by penetration and sexual assault. These all involve non-consensual sexual acts and are crimes. A child under the age of 13 can never consent to any sexual activity. True consent can only be given where a person has the freedom and capacity to choose. Consent may be given to one sort of sexual activity but not another and can be withdrawn at any time during sexual activity and each time activity occurs.

**Sexual Harassment**

Sexual Harassment is unwanted conduct of a sexual nature which 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. It can occur online and offline. It can be verbal (for example sexual comments, threats, name calling, jokes and taunts) or physical (for example deliberately brushing against someone, interfering with someone’s clothes).

If unchallenged sexual harassment creates an atmosphere that can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Staff at WAT:

- ❖ will not dismiss sexual violence or sexual harassment as “banter, “part of growing up”, “just having a laugh” or “boys being boys”
- ❖ will challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts as it recognises that dismissing or tolerating such behaviours risks normalising them
- ❖ Will challenge sexist stereotypes and language
- ❖ Will reassure victims that they will be taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. A victim will never be made to feel ashamed for making a report.

### **Responding to Alleged Incidents and Responding to Reports of Sexual Violence and Sexual Harassment**

All reports of sexual violence and harassment will be dealt with on a case by case basis in line with DfE guidance: *Sexual violence and sexual harassment between children in schools and colleges Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads* (2021). The designated safeguarding lead or their deputies will take a leading role in the Trust’s initial response. This is likely to include advising colleagues, making decisions about communication with outside agencies (especially police and social care) and with the parents of the children/young people involved.

In some cases of sexual harassment, for example, one-off incidents, we may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising our behaviour and bullying policies and by providing pastoral support. However, our response, will always be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

All concerns, discussions, decisions and reasons for decisions will be recorded on CPOMS.

### **The immediate response to an incident of sexual violence or harassment**

- ❖ Staff will take all reports seriously and will reassure the victim that they will be supported and kept safe. It is important to note that children may not find it easy to tell staff about their abuse verbally and in some cases the



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'victim' may not make a direct report. For this reason, if staff have **any** concerns about a child's welfare, they should act on them immediately.

- ❖ All staff will be trained to manage a disclosure by a child or young person.
- ❖ Staff will not promise confidentiality as the concern will need to be shared further. They will also tell the 'victim' what the next steps will be and who the report will be passed to
- ❖ The DSL, or their deputies, will be informed as soon as practicably possible.
- ❖ A written report will be made as soon as possible recording the facts as presented by the child. This report will be logged on CPOMS either by the individual who has written the report or by a member of the safeguarding team. This may be used as part of a statutory assessment or criminal justice process if the case is escalated later.
- ❖ Information will be shared on a 'needs to know' basis. Decisions about who needs to know will normally involve the DSL and/or designated deputies and will take into account and balance: the wishes of the child, the safety and support needs of the young person/s involved, any investigation and their duty to protect other children. The parents or carers will normally be informed (unless this would put the victim at greater risk). Some decisions will be made in consultation with the police, particularly with regard to when to inform the alleged perpetrator and their parent/s or carer/s.
- ❖ In some cases, it will be appropriate to consider communication with the wider school community (including students, parents and staff) in order for example to reassure the wider school community and to quash rumour and speculation. Decisions around this will be made by the Executive Principal in consultation with the Designated Safeguarding Lead and, as appropriate, the police and local authority. Such communication will not name individuals or identify the specific detail of an individual event.
- ❖ Staff will be alert to the possibility of side-taking and reprisals within the wider peer group and will take appropriate action to protect all children involved in the incident.

### **Action following a report of sexual violence and/or sexual harassment**

Next steps following an initial report of sexual violence or harassment will normally be advised upon by the DSL or deputies. Important considerations in decision making will include:

- ❖ The wishes of the victim in terms of how they want to proceed - victims should be given as much control as is reasonably possible over decisions around how any investigation will be progressed and any support that they will be offered
- ❖ The nature of the alleged incident(s), including:
  - whether a crime may have been committed
  - The ages and developmental stages of the children involved

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- Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
  - Whether the alleged incident is a one-off or a sustained pattern of abuse?
  - Ongoing risks to the victim, other children, adult students or school/college staff?
  - Other related issues and wider context

### **Risk Assessment**

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk assessment (engaging with police and the local authority as appropriate). The risk assessment will consider:

- ❖ The victim, especially their protection and support;
- ❖ Whether there may have been other victims;
- ❖ The alleged perpetrator;
- ❖ All other children (and, if appropriate, staff) at the school or college, especially any actions that are appropriate to protect them;
- ❖ Issues around the proximity of the 'victim/s' and alleged perpetrator/s. Whilst the facts of the case are established and the process of liaising with children's social care and the police commenced, the alleged perpetrator will be removed from any classes they share with the victim. Consideration will also be given to how best to keep the 'victim' and alleged perpetrator a reasonable distance apart on WAT premises and on transport to and from the school or college, where appropriate. These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

Where there has been a report of sexual harassment, the need for a risk assessment will be considered by the DSL/deputies on a case-by-case basis.

Risk assessments will be recorded on CPOMS and be kept under review.

### **Ongoing Response**

We will:

- ❖ The safety and the needs and wishes of the victim will be paramount in our response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school or college is a safe space for them.

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- ❖ We will continue to review and update risk assessments at key stages in the progress of the case and in particular, at key points in any criminal justice process, for example following charge and bail, in the run up to a court case or the end of the criminal process.
  - ❖ We will continue to work closely with the police (and other agencies as required), to ensure any actions the school or college take do not jeopardise the safety and welfare of the child or any police investigation. This will include consultation regarding the timing of therapeutic interventions so as to avoid undermining the integrity of the child's evidence
  - ❖ We recognise that a victim of sexual violence may be traumatised and, in some cases, may struggle in a normal classroom environment. Whilst avoiding any action that would have the effect of isolating the victim, we recognise that there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities and will be responsive to such a request.
  - ❖ We will do everything we reasonably can to protect the 'victim' from bullying and harassment as a result of any report they have made.
  - ❖ Whilst support will be given to the 'victim' to continue their education within the trust if the 'victim' requests a move, the DSL will communicate with the child and their parent(s)/carer(s) to ensure that there is nothing further that can be done to support the child to stay. Where a change of school/college does occur, the DSL or deputy will ensure that the new educational institution is made aware of ongoing support needs in consultation with the child and their parent(s)/carer(s).
  - ❖ Where a criminal investigation into sexual assault leads to a conviction or caution, we may, if we have not already done so, consider any suitable sanctions using our behaviour policy, including consideration of permanent exclusion.
  - ❖ Where the perpetrator is to remain at the school or college, the Head of School or Head of College would continue to keep the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school and college premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

### **Sharing 'nudes and semi-nudes'**

Sharing 'nudes and semi-nudes' is defined as the production and/or sharing of sexual photos (nudes or semi-nudes) and videos or live streams by young people who are under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It can also occur offline by sharing between devices.

It is also referred to as 'youth produced sexual imagery' or 'sexting'. It does not include the sharing of sexual photos and videos of under-18 year olds with or by adults as this is a form of child sexual abuse and must be referred to the police.

WAT will respond to sexting incidents in accordance with the guidance: *Sharing nudes and semi-nudes: advice for education settings working with children and young people* (UK Council for Child Internet Safety (UKCCIS), 2020)

When staff become aware of a suspected sharing of a nude or semi-nude incident, they will:

- ❖ Report the matter immediately to the DSL (or deputies).
- ❖ Explain to the student that the matter will need to be reported and reassure them that they will receive support and help from the DSL (or deputies).

Staff will **NOT**:

- ❖ View, download or share the imagery, or ask a child to share or download – this is illegal. If a member of staff has already viewed the imagery by accident (e.g. if a young person has showed it to them before they could ask them not to), this should be reported to the DSL (and deputies).
- ❖ Delete the imagery or ask the young person to delete it.
- ❖ Ask the young person(s) who is involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (and deputies).
- ❖ Share information about the incident with anyone (apart from the DSL or deputies). The DSL (or deputies) will make decisions regarding information sharing.
- ❖ Say or do anything to blame or shame any young people involved.

The WAT Safeguarding and Child Protection Policy details the action that the DSL and deputies will take following this initial response.

### **Peer on Peer abuse involving Electronic Devices – Managing Devices**

- ❖ Staff will ask any student believed to be in possession of an electronic device which is thought to contain evidence relating to peer on peer abuse (including bullying) to hand that device over to them.
- ❖ Staff may also search a student, their bag, their vehicle or their locker for such a device, **with** consent. Consent can be verbal or written.
- ❖ In accordance with the Trust's Physical Intervention and Use of Reasonable Force policy, where a device needs to be searched for or seized **without** a student's consent, this must be done by the Head of School or Head of College or a member of staff formally authorised by the Head of School or Head of College.



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- ❖ Staff can confiscate any item that has been or may be used to commit an offence or to harm someone or that they consider to be harmful or detrimental to school/college discipline.
  - ❖ Where a member of staff has reasonable grounds to suspect that the seized device contains evidence in relation to a criminal offence, the device must be handed to the police as soon as it is reasonably practicable.
  - ❖ Material on the device that is suspected to be evidence relevant to a criminal offence should not be deleted prior to giving the device to the police.
  - ❖ Material on the device that is suspected to be a pornographic image of a child or an extreme pornographic image should not be deleted prior to giving the device to the police.
  - ❖ Where a device has been seized by a member of staff, they can examine data or files, where there is good reason to do so and provided the data/file is **not** suspected or believed to be a sexual image of a child or young person. Provided the device does not need to be handed to the police, they may also delete data or files if they think there is a good reason to do so. (Used to cause harm will be considered by the Trust, 'a good reason' to do so.) Alternatively, staff can decide whether it is appropriate to retain the material as evidence of a breach of school discipline. Alternatively, they may decide whether it is appropriate to retain the material as evidence of a breach of school discipline.
  - ❖ There is no need to have parental consent to search through a student's mobile phone.

**General principles for managing all types of peer on peer abuse (including bullying)**

WAT will **manage** incidents of peer on peer abuse (including bullying) and **support** students by acting as follows:

- ❖ All staff will report peer on peer abuse (including bullying) in writing to the Safeguarding and Pastoral Teams. The preferred method for doing this will be via CPOMS.
- ❖ When there is 'reasonable cause to suspect that as a result of peer on peer abuse (including bullying), a child is suffering, or is likely to suffer, significant harm', the matter will be dealt with by the DSL and their deputies as a child protection concern as per the Trust's Safeguarding and Child Protection Policy.
- ❖ For more serious or persistent cases, even where the threshold for child protection is not met, the Trust's Pastoral and Safeguarding Teams will access (as appropriate) internal and/or outside agency support for the student who is experiencing peer on peer abuse (including bullying), or to



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tackle any underlying issue which has contributed to a child engaging in peer on peer abuse (including bullying).

- ❖ Incidents of peer on peer abuse and bullying will be managed contextually rather than as stand-alone matters. Pastoral staff and the Designated Safeguarding Lead's Deputies will have particular responsibility for identifying patterns of repeat victimisation and/or perpetration in terms of both the individuals involved or in terms of the time, place or method. Where patterns are identified these must be reported to the Designated Safeguarding Lead who will advise with regard to preventative strategy and response.
- ❖ Where repeat peer on peer abuse (including bullying) incidents occur which involve the same perpetrator/s victimising the same victim/s our response will be stepped up both in terms of sanctions, pastoral interventions and 'victim' support.
- ❖ When managing the perpetrators of peer on peer abuse we will consider suitable sanctions in line with our Behaviour Policy as well as considering their support or pastoral needs. For serious or persistent perpetrators of peer on peer abuse permanent exclusion may need to be considered in order to protect other students from ongoing risk of harm.

WAT will **prevent** peer on peer abuse (including bullying) by:

- ❖ Teaching about rights and respect, as well as anti-bullying, equality, healthy relationships, consent and staying safe through PSHCE/RSE
- ❖ Actively providing opportunities to develop students' social and emotional skills, including their resilience
- ❖ Having a Behaviour Policy which is understood by staff and shared with students and their parents
- ❖ 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
- ❖ Considering all opportunities for creating a whole Trust culture which rejects and exposes peer on peer abuse and bullying, and ensures that students are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. Ways of doing this will include via: the curriculum, assemblies, displays, peer support and through Student Leadership
- ❖ Training all staff to identify peer on peer abuse and bullying and follow the Trust's policy and procedures
- ❖ Ensuring that students are aware of mechanisms for reporting peer on peer abuse and bullying, including 'in class' and 'out of class' electronic reporting systems

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- ❖ Actively creating “safe spaces” for vulnerable students
  - ❖ Analysing emerging patterns of bullying and taking action to disrupt
  - ❖ Challenging low-level disruption and the use of offensive language (including prejudice-based language) in recognition that where left unchallenged or dismissed as ‘banter’ or ‘horseplay’ it can lead to desensitisation and reluctance to report abusive behaviour
  - ❖ Offering support to parents on how to help their children engage safely and responsibly with social media. Mechanisms for doing this will include: WAT website, parents’ evenings, WAT newsletter and signposting by pastoral and safeguarding staff
  - ❖ Creating a good school/college - parent relationship that encourages and enables parents to communicate and raise concerns in an appropriate manner
  - ❖ Using filtering and monitoring software on our Trust networks
  - ❖ Requiring all students to sign an acceptable use agreement in relation to their use of ICT in school

### **Associated WAT Policies**

Safeguarding and Child Protection Policy  
Physical Intervention and Use of Reasonable Force Policy  
Behaviour Policy  
Acceptable Use Agreement  
Equality Policy  
eSafety and Data Security Policy  
Restorative Justice policy  
SEND Policy  
Relationship and Sex Education Policy

### **Associated Information and Guidance**

Behaviour and discipline in schools – advice for headteachers and school staff (DfE: 2016)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour and Discipline in Schools -  
\\_A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

Continuum model for HSB

<https://www.nspcc.org.uk/globalassets/documents/publications/harmful-sexual-behaviourframework.pdf>

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Cyberbullying: Advice for headteachers and school staff (DfE:2014)  
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