Anti-Peer on Peer Abuse (and bullying) Policy – Pool Hayes Academy

Released September 2020

Published date: September 2020	Next review deadline: July 2022 (or when required by statutory updates)	Statutory Anti-Bullying Policy	Executive Lead at ATT: Sarah Bloomer – Director of Safeguarding

Links to:	
Safeguarding and child protection policy **Behaviour Policy** **SEND policy** **E-safety Policy** - Keeping Children Safe in Education 2020 - Working together to safeguard children (2018)	- Preventing and Tackling Bullying, DfE (2017) 'Teaching online safety in school (2018) - UKCIS 'Education for a connected world' (2018) - Relationships Education, Relationships and Sex Education and Health Education (2020)

Our Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre

2. Futures focused system leaders – never simply followers

3. Collaborative in every endeavour

4. Resolutely learner centred.

What does this look like across our trust?

Education

We are:
1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:
1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Financial

We are:
1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.

- We will develop the very best leaders of the future, working to improve education and transform lives.

- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

Content

1. Statement of Intent

We are committed to safeguarding children and young people from peer on peer abuse and bullying and we expect all our people to share this commitment. This policy sets out how *Pool Hayes Academy* will deliver these responsibilities.

This policy should be read in conjunction with the latest 'Keeping Children Safe in Education', which is statutory guidance to be read and followed by academies and colleges, and alongside 'Working Together to Safeguard Children' (March 2018), a guide to inter-agency working to safeguard and promote the welfare of children.

This policy is our overarching policy for any issue that could constitute peer-on-peer abuse. It relates to, and should be read alongside, the Safeguarding and Child Protection policy and any other relevant policies.

This policy sets out our strategy for improving prevention and identifying and appropriately managing peer-on-peer abuse.

The policy applies to all members of the school community, pupils, staff and volunteers.

It is reviewed every two years and updated in the interim (if required) to ensure that it continually addresses the risks to which pupils are or may be exposed.

This policy recognises that abuse is abuse and should never be passed off as 'banter', 'just having a laugh', or 'part of growing up'. It is compliant with the statutory guidance on peer-on-peer abuse as set out in Keeping Children Safe in Education. We take a safeguarding approach to all individuals involved (in addition to any sanctioning work that may also be required) in concerns or allegations about peer-on-peer abuse, including those who are alleged to have been abused and those who are alleged to have abused their peers

Although the starting point is that our response to peer-on-peer abuse should be the same for all pupils, regardless of age, there may be some different considerations in relation to, for example, a child aged under 10, or aged over eighteen in terms of how local agencies and/or partners respond.

In particular:

We believe that in order to protect children, all schools should be aware of the nature and level of risk to which their pupils are or may be exposed and put in place a clear and comprehensive strategy which is tailored to their specific safeguarding context; and take a whole-school community Contextual Safeguarding approach to preventing and responding to peer-on-peer abuse.

We regard the introduction of this policy as a preventative measure. We (a) do not feel it is acceptable merely to take a reactive approach to peer-on-peer abuse in response to alleged incidents of it; and (b) believe that in order to tackle peer-on-peer abuse proactively, it is necessary to focus on all four of the following areas:

- Systems and structures
- Prevention
- Identification
- Response/intervention.

We recognise national and increasing concern about this issue, and wish to implement this policy in order to mitigate harmful attitudes and peer-on-peer abuse in the academy setting, and encourage parents to challenge us 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 academy directly so that we can ensure that appropriate and prompt action is taken in response.

Furthermore, we will follow the procedures set out by the local safeguarding partnership .

Walsall Clinical Commissioning Group

https://walsallccg.nhs.uk/   01922 618388

West Midlands Police

https://www.west-midlands.police.uk/   999 emergency /101 non-emergency.

Walsall Safeguarding Partnership

https://go.walsall.gov.uk/walsall-safeguarding-partnership

Walsall Childrens Services

http://childrens-services.webwalsall.com/

MASH 0300 555 2866 or 0300 555 2922 (out of hours)

We ensure that pupils are taught about peer on peer abuse and bullying, including online behaviours, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

We will work with parents to build an understanding of the academy's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

2. Legal framework and guidance

This policy has due regard to statutory legislation and relevant guidance including, but not limited to:

- The Education Act (2002)

- Keeping Children Safe inEducation (2020)

- Working Together to Safeguard Children (2018)

- What to do if you are worried about a child (2015)

- Information sharing: Advice for practitioners (2018)

- Guidance for safer working practice for adults who work with children and young people in education settings (2019)

- The Data Protection Act (2018)

- Serious Crime Act (2015)

- Teaching online safety in school (2018)

- UKCIS Education for a connected world (2018)

- Prevent Duty (2015)

- Sexual Offences Act 2003

- Preventing youth violence and gang involvement (2013)

- Criminal exploitation of children and vulnerable adults: county lines guidance (2018)

3. Scope of this Policy

3.1 This policy defines a 'child' as anyone under the age of 18 years or any learner of any age on the academy roll.

3.2 This policy applies to all members of our staff, including all permanent, temporary and support staff, Trustees, local governors, volunteers, contractors and external service or activity providers. This policy must be read in conjunction with the safeguarding and child protection policy.

3.3 The Trustees, local governors, senior leadership team, and all staff (which term shall apply to all volunteer staff members) at Pool Hayes Academy are committed to the prevention, early identification, and appropriate management of peer-on-peer abuse (as defined below) both within and beyond the academy.

The Designated Safeguarding Lead (SLT member) is: **Hayley Marston Assistant Principal**

The Deputy Designated Safeguarding Lead is: **Tom Harris SENCO & Associate Principal**

Nominated Safeguarding governor: **Lynn Williams**

4. What is peer on peer abuse?

4.1 For these purposes, peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children, and within children's relationships (both intimate and nonintimate), friendships and wider peer associations. We recognise that it is statistically more likely that girls will be victims of peer on peer abuse and that boys will be perpetrators and that peer on peer abuse can be perpetrated by the same gender but that all peer on peer abuse is unacceptable and will be taken seriously.

Peer-on-peer abuse can take various forms, including (but not limited to):

- Bullying (including cyberbullying)

- Relationship abuse

- Domestic violence and abuse

- Child sexual exploitation

- Youth and serious youth violence

- Harmful sexual behaviour

- Prejudice-based violence including, but not limited to, gender-based violence.

- Examples of online peer-on-peer abuse would include:

- Sexting

- Online abuse

- Peer-on-peer grooming

- The distribution of youth involved sexualised content, and harassment.

5. What is contextual safeguarding?

5.1 This policy encapsulates a contextual safeguarding approach, which is about the way that professionals approach child protection when risks occur outside of the family, thereby requiring all those within a Local Safeguarding Partnership to consider how they work alongside, rather than just refer into, children's social care, to create safe spaces in which children may have encountered peer-on-peer abuse.

5.2 We adopt a whole-school community Contextual Safeguarding approach, which means
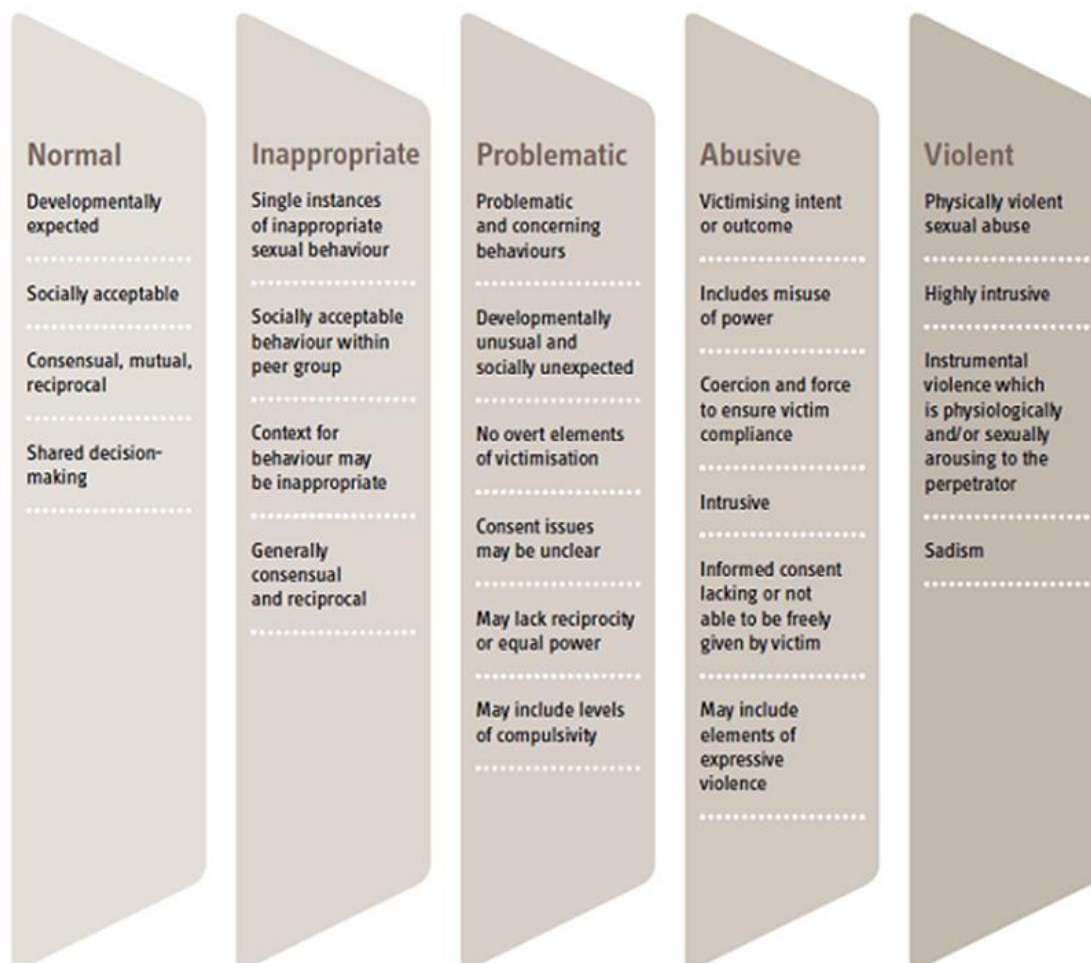
- being aware of and seeking to understand the impact that these wider social contexts may be having on our pupils

- creating a safe culture in the academy by, for example, implementing policies and procedures that address peer-on-peer abuse and harmful attitudes; promoting healthy relationships and attitudes to gender/ sexuality, identifying any risky areas in the academy and conducting training on potential bias and stereotyped assumptions

- being alert to and monitoring changes in pupils' behaviour and/or attendance, and contributing to local child protection agendas by, for example, challenging poor threshold decisions and referring concerns about contexts to relevant local agencies.

6. Understanding behaviour

We understand that 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.

6.1 Sexual Behaviour:

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 pupil's sexual behaviour and deciding how to respond to it.

Normal	Inappropriate	Problematic	Abusive	Violent
Developmentally expected	Single instances of inappropriate sexual behaviour	Problematic and concerning behaviours	Victimising intent or outcome	Physically violent sexual abuse
Socially acceptable	Socially acceptable behaviour within peer group	Developmentally unusual and socially unexpected	Includes misuse of power	Highly intrusive
Consensual, mutual, reciprocal	Context for behaviour may be inappropriate	No overt elements of victimisation	Coercion and force to ensure victim compliance	Instrumental violence which is physiologically and/or sexually arousing to the perpetrator
Shared decision-making	Generally consensual and reciprocal	Consent issues may be unclear	Intrusive	Sadism
		May lack reciprocity or equal power	Informed consent lacking or not able to be freely given by victim	
		May include levels of compulsivity	May include elements of expressive violence	

A continuum of children and young people's sexual behaviours
(Hackett, 2010)

Hackett's continuum relates exclusively to sexual behaviours and is not exhaustive

The Brook Sexual Behaviours Traffic Light Tool can help professionals working with children to distinguish between three levels of sexual behaviour – green, amber and red, and to respond according to the level of concern.
https://www.brook.org.uk/our-work/category/sexual-behaviours-traffic-light-tool

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 of time
- 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

- involves a misuse of power.

7. Identification of peer on peer abuse:

7.1 All colleagues should be alert to the well-being of pupils 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, colleagues should be mindful of the fact that the ways in which children will disclose or present with behaviours as a result of their experiences will differ.

7.2 We will regularly review behaviour incident logs which can help to identify any changes in behaviour and/or concerning patterns or trends at an early stage.

7.3 Any child can be vulnerable to peer-on-peer abuse due and colleagues 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.

7.4 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.

7.5 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, we explore the gender dynamics of peer-on-peer abuse within our school as part of the peer on peer abuse risk assessment.

7.6 Children with Special Educational Needs and/or Disabilities (SEND) are three times more likely to be abused than their peers without SEND[1] and additional barriers can sometimes exist when recognising abuse in children with SEND. These can include

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability without further exploration
- the potential for children with SEND to be disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs
- communication barriers and difficulties overcoming these barriers.

7.7 Some children may be more likely to experience peer-on-peer abuse than others as a result of certain characteristics such as sexual orientation, ethnicity, race or religious beliefs.

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[1] Jones, L., Bellis MA., Wood S., Prevalence and risk of violence against children with disabilities: a systematic review and meta-analysis of observational studies, 2012: https://www.ncbi.nlm.nih.gov/pubmed/22795511

8. A whole-academy approach:

8.1 We actively seek to raise awareness of and prevent all forms of peer-on-peer abuse by educating governors, our senior leadership team, staff, pupils, and parents about this issue.

This includes training governors, the senior leadership team, and staff on the nature, prevalence and effect of peer-on-peer abuse, and how to prevent, identify, and respond to it.

This includes

- contextual safeguarding

- the identification and classification of specific behaviours, including digital behaviours

- 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

- social media and online safety, including how to encourage children to use social media in a positive, responsible and safe way, and how to enable them to identify and manage abusive behaviour online

- educating pupils about the nature and prevalence of peer-on-peer abuse, positive, responsible and safe use of social media, and the unequivocal facts about consent, via PSHE and the wider curriculum

Pupils 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 our approach to such issues.

Educating pupils about consent includes teaching them basic facts such as

- a child under the age of 13 can never consent to any sexual activity

- the age of consent is 16

- sexual intercourse without consent is rape.

Engaging parents on these issues includes

- Supporting the on-going welfare of pupils by drawing on multiple resources that prioritise pupil mental health, and by providing in-school mentoring/ counselling [delete this if you cannot offer it] to address underlying mental health needs.

Wider context

- Working with local governors, senior leadership team, and all staff, pupils and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the academy community.

- Creating conditions in which our pupils can aspire to, and realise, safe and healthy relationships fostering a whole-school culture which is founded on the idea that every member of our academy community is responsible for building and maintaining safe and positive relationships, and helping to create a safe academy environment in which bullying, violence and abuse are never acceptable.

- Responding to cases of peer-on-peer abuse promptly and appropriately

- Ensuring that all peer-on-peer abuse issues are fed back to the academy's safeguarding team/DSL so that they can spot and address any concerning trends and identify pupils who may be in need of additional support.

9. Multi agency working

9.1 We actively engage with our Local Safeguarding Partnership in relation to peer-on-peer abuse, and work closely with, for example, children's social care, the police, Walsall MASH , and other relevant agencies in accordance with the Local Safeguarding Partnership's procedures, and other schools. The relationships that we have built with these partners are essential to ensuring that the academy is able to prevent, identify early, and appropriately handle cases of peer-on-peer abuse.

9.2 They help Pool Hayes Academy to

- develop a good awareness and understanding of the different referral pathways that operate in our local area, as well as the preventative and support services which exist

- ensure that our pupils are able to access the range of services and support they need quickly

- support and help inform the academy's local community's response to peer-on-peer abuse

- 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 pupils.

9.3 We actively refer concerns and allegations of peer-on-peer abuse where necessary to children's social care, the police and MASH and other relevant agencies in accordance with the Local Safeguarding Partnership's procedures. 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 alleged incident cannot appropriately be managed internally by the academy itself) to try to address the issue alone – it requires effective partnership working.

10. Responses to concerns or allegations of peer on peer abuse:

10.1   All concerns and 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 academy environment.

Any response will:

- Include a thorough investigation of the concern or allegation, and the wider context in which it may have occurred (as appropriate) – depending on the nature and seriousness of the alleged incident. (It may be appropriate for the police and/or children's social care to carry out this investigation).

- Treat all pupils involved as being at potential risk – while the pupil allegedly responsible for the abuse may pose a significant risk of harm to other pupils, they may also have considerable unmet needs and be at risk of harm themselves.

- Take into account that the abuse may indicate wider safeguarding concerns for any of the pupil involved, and consider and address the effect of wider sociocultural contexts – such as the child's/ children's peer group (both within and outside the academy); family; the academy environment; their experience(s) of crime and victimisation in the local community; and the pupil/pupils online presence.

10.2   We will consider what changes may need to be made to these contexts to address the pupil/pupils needs and to mitigate risk, and – the potential complexity of peer-on-peer abuse and of pupil´s experiences, and consider the interplay between power, choice and consent. While pupils may appear to be making choices, if those choices are *limited,* they are not consenting, – the views of the pupil/pupils are affected.

10.3   Unless it is considered unsafe to do so (for example, where a referral needs to be made immediately), the DSL/appropriate member of the safeguarding team will discuss the proposed

action with the pupil/pupils and their parents/carers, and obtain consent to any referral before it is made where possible.

10.4   We will manage the pupil's expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so. It is particularly important to take into account the wishes of any pupil who has allegedly been abused, and to give that pupil as much control as is reasonably possible over decisions regarding how any investigation will be progressed and how they will be supported.

10.5   We will ensure that a safeguarding response is in place for both the pupil who has allegedly experienced the abuse, and the pupil who has allegedly been responsible for it (and the additional sanctioning work may be required for the latter).

10.6   *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 colleague thinks for whatever reason that a pupil may be at risk of or experiencing abuse by their peer(s), or that a pupil may be at risk of abusing or may be abusing their peer(s), they should discuss the matter with their DSL as soon as possible to explain their concern and register a note of concern on the internal referral system CPOMS.

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and, if appropriate, the police) is 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 in line with the Safeguarding and Child protection policy.

If a pupil 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 pupil and use open language that demonstrates understanding rather than judgement without promising confidentiality. For further details please see the procedures set out in the Safeguarding and Child Protection policy.

10.7   *How we will respond to concerns or allegations of peer-on-peer abuse?*

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

Where any concern or allegation indicates that indecent images of a child or children may have been shared online, the DSL will consider what urgent action can be taken in addition to the actions and referral duties set out in this policy. See the Youth involved sexual imagery section below to seek specialist help in preventing the images spreading further and removing the images from the internet.

The Internet Watch Foundation (IWF) has a trained team that can evaluate and remove illegal images from the internet when the images are reported to them quickly. They will also share the image with the National Crime Agency's CEOP Command to facilitate an investigation. Any report to IWF will be made in consultation with the police.

DSLs will always use their professional judgement to assess the nature and seriousness of the alleged behaviour and determine whether it is appropriate for the alleged behaviour to be 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 or other relevant agencies in accordance with the Local Safeguarding Partnership's procedures on a no-names basis (where possible) to determine the most appropriate response.

Where the DSL considers or suspects that the alleged behaviour in question might be abusive or violent on a spectrum or where the needs and circumstances of the individual child/children in question might otherwise require it, the DSL should contact children's social care and/or the police immediately and, in any event, within 24 hours of the DSL becoming aware of the alleged behaviour.

The DSL will discuss the concern(s) or allegation(s) with the agency and agree on a course of action.

The DSL will always refer to the police if there are aggravating factors:

- If the incident involves an adult (over 18).

- If there are concerns about the capacity to consent (SEND).

- Images show atypical sexual behaviour for their development stage or violent acts.

- Images show sex acts with a child under age 13.

- The disclosure places the pupil (or any child) at risk of imminent harm (self-harm, exploitation, harmful response from home etc).

11.1 **Risk Assessments**

We will carry out a safety plan in respect of

- any pupil who is alleged to have behaved in a way that is considered to be abusive or violent

- any pupil who has reportedly been abused or affected by the alleged abusive or violent behaviour by another pupil

- any pupil who may be at risk due to the alleged abusive or violent behaviour by another pupil as deemed appropriate by the DSL.

Where it is alleged that a pupil has behaved in a way that is considered to be inappropriate or problematic (as opposed to abusive or violent), the DSL will use their professional judgment – based on the particular concern or allegation raised, and the needs and circumstances of the individual children in question – to determine whether it would be appropriate to contact children's social care, and to carry out a safety plan.

Careful judgment and consideration are required as to whether alleged behaviour which might be judged to be inappropriate by an adult might actually be harmful to another pupil. Consultation is recommended with children's social care if there is any doubt about this.

Careful consideration will also be given to a range of factors including the context, severity of the alleged behaviour, impact of the alleged behaviour on others, risk to others, and whether there are any patterns of behaviour occurring.

Where other pupils have been identified as witnesses to alleged abuse or violence, consideration should also be given by the DSL to whether there might be any risks to those children, and whether a safety plan would be appropriate in relation to any risks presenting to them.

11. **Information sharing, data protection and record keeping:**

12.1 When responding to a concerns or allegation of peer-on-peer abuse, we will

- always consider carefully, in consultation with children's social care, the police and other relevant agencies (where they are involved), how to share information about the concern or allegation with the pupil(s) affected, their parents, relevant staff, and other appropriate individuals

- record the information that is necessary for the academy and other relevant agencies (where they are involved) to respond to the concern or allegation and safeguard everyone involved

- keep a record of the legal purpose for sharing the information with any third party, including relevant authorities, and ensure that the third party has agreed to handle the information securely and to only use it for the agreed legal purpose, and

- be mindful of and act in accordance with its safeguarding and data protection duties, including those set out in Working Together to Safeguard Children and the HM Government advice on Information Sharing.

12. Disciplinary action

13.1   We will consider whether disciplinary action may be appropriate for any pupil involved in peer-on-peer abuse. However, if there are police proceedings underway, or there could be, it is critical that we work in partnership with the police and children's social care.

13.2   Where a matter is not of interest to the police or children's social care, academy leaders will still consider what is the most appropriate action to take to ensure positive behaviour management.

Disciplinary action is appropriate to

- ensure that the pupil(s) involved take responsibility for and realise the seriousness of their behaviour;

- demonstrate to pupils and others that peer-on-peer abuse can never be tolerated; and

- ensure the safety and wellbeing of other pupils.

However, these considerations must be balanced against any police investigations, children's own potential unmet needs, and any action or intervention planned regarding safeguarding concerns.

13.3   Before deciding on appropriate action we will always consider our duty to safeguard all pupils in its care from harm; the underlying reasons for a pupil's behaviour; any unmet needs, or harm or abuse suffered by the pupil; the risk that the pupil may pose to other pupils; and the severity of the peer-on-peer abuse and the causes of it.

13.4   The academy 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, recognizing that even if this is ultimately deemed to be necessary, some of the measures referred to in this policy may still be required. For example, action may still need to be taken by the academy in relation to other pupils who have been involved with and/or affected by peer-on-peer abuse.

13.5   Exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of the other pupils in the academy. Engaging in Fair Access Panel Processes to assist with decision-making associated to managed moves and exclusions can also be beneficial. In the event of any managed move, consideration must be given to sharing information with the receiving school regarding the peer-on-peer abuse in order to allow best protection of children in the new school.

13.6   Disciplinary interventions alone are rarely able to solve issues of peer-on-peer abuse, and the academy 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.

Appendix 1: Procedure for Youth Involved Sexual Imagery

This policy uses the phrase 'youth involved sexual imagery' instead of 'sexting', or 'youth produced sexual imagery.' Although we recognise that the term "youth produced" is used in UKCCIS' advice Sexting in schools and colleges: Responding to incidents and safeguarding young people, it has chosen not to use this term which could be seen to place responsibility with the child who is taking and/or is the subject of the image, without recognising the potential for coercion or threat in the production of that image.

We also recognise that 'youth involved' and 'sexting' are not terms that children and young people generally use, and it is important for colleagues in our academy to understand the language that is used by children and young people when discussing this issue with them or creating a policy.

Definitions:

- 'Youth involved sexual imagery' best describes the practice because:

- 'youth involved' includes children sharing images that they, or another child, have created of themselves

- 'imagery' covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the policy)

- A judgement of whether something is 'decent' is both a value judgement and dependent on context.

- The term 'sexual' is clearer than 'indecent', although the DSL will nevertheless always need to use professional judgement when determining whether a photo is 'sexual'.

Types of incidents that are covered by this policy:

- A child creates and shares sexual imagery of themselves with a peer (also under the age of 18)

- A child shares sexual imagery created by another child with a peer (also under the age of 18) or an adult

- A child is in possession of sexual imagery created by another child

Types of incidents that are not covered by this policy:

- The sharing of sexual imagery of children by adults constitutes *child sexual abuse* and the academy will always inform the police

- Children sharing adult pornography or exchanging sexual texts which do not contain imagery

- Sexual imagery downloaded from the internet by a child and not shared

Education will be inclusive, age appropriate, and provide pupils with the opportunity to discuss and ask questions. Where education does consider the legal issues associated with youth involved sexual imagery, it should consider the nature of the legislation and likely police responses, rather than simple declarations of illegality.

When considering the sharing of youth involved sexual images among peers, a lot of online safety messaging centres on telling children that they should not produce images of themselves and send them to people because it is illegal, or in doing so they are placing themselves at risk. We find this approach problematic because:

- These messages are likely to result in a child being abused, coerced, or exploited as a result of such behaviour feeling that they cannot ask for help or disclose abuse because they did something wrong and, therefore, they deserve what is happening to them; and

- The nature of this messaging can contribute to victim blaming.

- The more problematic behaviours around the sharing of youth involved sexual images does not lie with the initial generation of the image but the distribution, or threat to distribute, by the recipient to third parties. Therefore, we tackle the subject by focusing on the non-consensual sharing and the potential punishment for those individuals, rather than potentially suggesting that for anyone who creates and sends an image deserves the abuse they receive.

Disclosure:

Any disclosure by a pupil should be taken very seriously. A pupil who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in the academy is a last resort and they may have already tried to resolve the issue themselves.

Handling Incidents:

When an incident involving youth involved sexual imagery comes to a member of staff's attention:

- The incident will be referred to the DSL as soon as possible, certainly that day.

- The DSL should hold an initial review meeting with appropriate colleagues. The DSL will follow the procedures and guidance set out in Sexting in schools and colleges: responding to incidents and safeguarding young people

- There will be subsequent interviews with the pupils involved

- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the child at risk of harm

- Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and, if appropriate, the police) is made immediately

- Any report to the police should be considered against the severity of the concerns and/or allegations, the impact on any child who has allegedly experienced the abuse, and broader context of the production and distribution of the image (for example: was production consensual or coerced? Was sharing consensual? Was production volunteered or requested? What are the ages of the children involved?)

Always refer to the police if there are aggravating factors:

- If the incident involves an adult (over 18)

- If there are concerns about the capacity to consent (SEND)

- Images show atypical sexual behaviour for their development stage or violent acts

- Images show sex acts with a child under age 13

- The disclosure places the YP at risk of imminent harm

Depending on the facts of the particular concern or allegation, a report to the police does not necessarily mean that the child will be criminalised. However, in the event of coercion, exploitation, further harm or aggravated behaviours, it is valid for police involvement to result in criminal charge. We will communicate with their police liaison to determine awareness of Outcome 21 recording and its appropriateness in any given incident.

Appendix 2: Bullying Specific Procedures

We will refer to and work within the guidelines set out in the DfE's Preventing and Tackling Bullying, 2017.

Definition

For the purpose of this policy, bullying is persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group and includes peer on peer abuse.

Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.

- **Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.

- **Targeting:** Bullying is generally targeted at a specific individual or group.

- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Many different kinds of behaviour can be considered bullying and can be related to almost anything.

Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur.

The repeated tormenting, abusing, taunting etc of a person multiple times
Year 9 student – Jan 2020

Abusing someone online, verbally, physically or emotionally several times on purpose
Year 9 student – Jan 2020

Bullying is when you do something mean several times on purpose
Year 9 student- Jan 2020

Bullying is when someone is hurting you physically, mentally or emotionally every day face to face, behind your back or online/social media
Year 8 student – Jan 2020

Bullying can be acted out through the following mediums:

- Verbally

- Physically

- Emotionally

- Online (Cyber)

- Deliberate Isolation

- Microaggressions

- Disguised compliance

Racist bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and Bi-Phobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's actual or perceived transgender status.

Gender 'variance' or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

SEND/Ableist Bullying: Bullying behaviour based on another person's special educational needs or disability.

Statutory implications:

Under the Equality Act 2010, we understand that we have a responsibility 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; and foster good relations between people who share a protected characteristic and people who do not share it.

Under the Human Rights Act (HRA) 1998, we understand that we could have charges brought against it if we allow the rights of children and young people at the academy to be breached by failing to take bullying seriously.

The National Association of Head Teachers has guidelines that headteachers must 'satisfy themselves' that their academy's Anti-Bullying Policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff and wider colleagues.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.

Other forms of bullying which are illegal and should be reported to police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

Signs and indicators of Bullying:

Some of the signs that a pupil may be victim of bullying include, but are not limited to, the following:

- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental issues, so will still be investigated.

Prevention:

Prevention is at the forefront of our Anti-Peer on Peer Abuse (Anti-Bullying) Policy.

Staff treat reports of bullying very seriously and never assume that it is 'just banter'. Any disclosure of bullying is reported through the electronic safeguarding system CPOMS to the DSL. Staff take action immediately; this applies to all staff, not solely teaching staff.

Unpleasantness from one pupil towards another is always challenged and never ignored.

Staff respect pupils' privacy, and information about specific instances of bullying are not discussed with others in-line with the safeguarding disclosure process, please refer to the safeguarding and child protection policy.

Follow-up support is given to both the alleged victim and alleged bully in the months following any incidents, to ensure all bullying has stopped.

Staff colleagues follow up with a meeting with those involved to discuss how effectively they felt the incident has been dealt with to inform future practice and to inform the termly review.

The academy clearly communicates a whole-school commitment to addressing bullying in the form of a written statement that is regularly promoted across the whole academy.

Pool Hayes academy is committed to providing a happy, caring, friendly and safe learning environment for all of our students and staff. The students are taught about British Values, attitudes and skills which foster mutual respect and allow students to learn in a secure environment. Bullying of any kind is unacceptable at our school. Everyone within our school has the right to feel safe, valued, protected and to be treated with respect and dignity. It is everyone's responsibility to prevent bullying from happening. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively.

All disclosed, reported or witnessed instances of bullying in the academy are challenged by a member of staff.

All members of the academy community are made aware of our Anti-Peer on Peer Abuse Policy.

All colleagues receive training on identifying and dealing with the different types of bullying.

All pupils are educated annually on our anti-peer on peer abuse policy, what bullying is and why it happens, what we do to prevent it and the consequences when peer on peer abuse occurs. We educate pupils on the responsibilities of anyone who witnesses bullying and the role of culpability bystanders as well as other roles pupils may unintentionally be placed in when bullying/ Peer on peer abuse is taking place.

The same information is shared with parents and transitioning pupils through transition evenings before they join the academy to ensure that our values are understood before pupils arrive at the academy.

Bullying and peer on peer abuse is the focus on at least one annual whole-academy event/display with PHSE/Relationship and Health Education sessions designed to embed and build up pupils understanding and empathy as they progress through their academic career at Pool Hayes Academy.

Staff encourage pupil co-operation and the development of interpersonal skills through the use of group work and pair work.

All types of bullying are discussed as part of the curriculum, and diversity, difference and respect for others is promoted and celebrated through various lessons.

Potential victims of bullying are drawn into working groups with children who do not abuse or take advantage of them. Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.

Where potential for bullying is identified the changing and organising seating arrangements in lesson helps to prevent instances of bullying. A safe, supervised place is available for pupils to go to at lunch if they are involved in conflict with their peers.

SEND/Ableist Bullying:

Pupils who are on the SEND register are more prone to bullying than their peers but this does not mean that all pupils with SEND will be bullied. At Pool Hayes Academy we continually monitor our SEND pupils through the SEND Team (regular one-two-one review meetings, daily through Personal Tutors and Heads of Year as needed). Pool Hayes Academy also delivers autism awareness to pupils, have the Ace base resource before form, at break and lunch for our more vulnerable students to access, have a lunch club that extends out to SEND students who do not access the base and we also have an SEND homework club to help ensure that our students compete all work set which in turn avoids them being targeted for failing to complete work.

When a pupil is identified as socially vulnerable because of their SEND we take every precaution to prevent such incidents occurring. These strategies are listed above but with the addition of specific 'peer-awareness' sessions for vulnerable pupils that allow these pupils to express in their own words the impact that that their SEND has upon them and generate some empathy from their peers.

In addition to this we recognise that it might be more difficult for some pupils with SEND to express their concerns about bullying and so with the enrolment of each new pupil we spend additional time ensuring that they understand the policy, their rights and ensuring that they feel comfortable with the mechanisms for reporting a concern should one arise for themselves or a peer.

Note due to the individual nature of SEND pupils these strategies are continually evolving in line with their individual needs and where necessary additional prevention strategies will be put in place.

Procedures for dealing with disclosures of concerns about bullying:

Minor incidents are reported to the pupil's Head of year who investigates the incident, sets appropriate sanctions for the perpetrator, and informs the Head of Year in writing of the incident and outcome.

When investigating a bullying incident, the following procedures are adopted:

(If a pupil is injured, members of staff take the pupil immediately to the school nurse/first aider for a medical opinion on the extent of their injuries and proceed as advised)

- An incident will be recorded on CPOMs to ensure that the DSL is aware and can monitor that the process is followed in line with the policy.

- Statements will be sought from both the alleged victim and the alleged perpetrator and the academy will do everything possible within the new context to establish the most truthful version of events.

- Members of staff seek to reduce the possibility of contact between the pupils interviewed, including electronic communication during the process.

- A room or safe quiet place is used that allows for privacy during interviews.

- A witness' viewpoint is sought when appropriate.

- Unless there is a very strong reason not to engage parents, they will be contacted and the situation explained.

- Premature assumptions are not made, as it is important not to be judgmental at this stage; members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete

- All concerned pupils are informed that they must not discuss the interview with other pupils.

- Support will be offered to both the alleged victim and the alleged perpetrator and consequences will be considered where appropriate in line with our behaviour policy.

- Where appropriate we will seek to support the pupils in understanding each other's point of view and offer additional sessions (face to face or remotely as required) to help them to overcome their situation.

- Where a pupil/pupils are at risk of harm as a result of this incident, we will make appropriate external referrals to seek support for those involved.

- Some pupils may experience poor mental health or feel anxious after experiencing bullying and the academy will seeks to support and address this by working closely with the pupil, family and relevant external agencies.

- Where the impact of bullying has a significant impact on the relative academic achievements of the pupil involved the academy will seek to address these through targeted interventions, supportive strategies and eventually, if required a SEND assessment in line with the DfE guidance referred to at the top of this appendix.

- The process and outcomes will be recorded on CPOMs and appropriate timely referrals made as the need arises during the process. The process will be overseen by the DSL, though other colleagues will likely support the process.

- The incident will not be closed until both pupils agree that they are happy with the outcome. Until then, the academy will continue to address the pupil's concerns as far as possible and work towards a resolution to address their concerns. The academy will agree with the pupils how often they feel able to review the situation but ideally:

    o The HoY informally checks whether the bullying has stopped on a weekly basis for a month after the initial complaint of bullying.

    o The HoY formally checks whether the bullying has stopped the week after the bullying, and again during the same half term.

Where all those involved with an incident agree that the issues have been resolved; the case will remain open for at least a further six weeks to allow staff to seek pupil voice after a reasonable time has passed to ensure that the issues have not resurfaced or to seek to offer support if they have.

Concerns, disclosures, referrals and actions will be recorded on CPOMS and appropriate further referrals made if necessary. Pupil voice will be record when the incidents are followed up after the initial support and interventions have been implemented in line with the above procedure.

Follow up actions or support may include but are not limited to:

- If necessary, group dynamics are broken up by members of staff by assigning places in classes.

- The victim is encouraged to tell a trusted adult in school if bullying is repeated.

- The victim is encouraged to broaden their friendship groups by joining lunchtime or after-school club or activity.

- If appropriate, follow-up correspondence is arranged with parents/carers one month after the incident.

Pupils who have been bullied are supported in the following ways:

- Being listened to

- Having an immediate opportunity to meet with their HoY or a member of staff of their choice

- Being reassured

- Being offered continued support

- Being offered counselling, where appropriate

- Pupils who have bullied others are supported in the following ways:

- Receiving a consequence for their actions

- Being able to discuss what happened

- Reflecting on why they became involved

- Understanding what they did wrong and why they need to change their behaviour

- Appropriate assistance from parents/carers

Bullying outside of the Academy:

Teachers have the power to discipline pupils for misbehaving outside of the academy premises. This can relate to any bullying, or peer on peer abuse incidents occurring anywhere off the school premises, such as on academy or public transport, outside the local shops, or in a town or village centre. Please refer to the Behaviour Policy.

Where bullying outside school is reported to academy staff, it is investigated and acted on. In all cases of misbehaviour or bullying, the teacher can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff.

The Principal has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Principal the power to regulate pupils' conduct when they are not on school premises, and therefore not under the lawful charge of a school staff member.

The DSL is responsible for determining whether it is appropriate to notify the police or the anti-social behaviour coordinator of the action taken against a pupil.

If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

Roles and responsibilities related to bullying specifically:

The LAC evaluates and reviews this policy to ensure that it is non-discriminatory.

It is the responsibility of all stakeholders to be alert to possible bullying of pupils and to deal with incidents as the highest priority.

The Director of Safeguarding (Sarah Bloomer) and the DSL reviews and amends this policy, taking account of new legislation and government guidance, and using staff experience of dealing with bullying incidents in the previous year to improve procedures.

The DSL keeps a Bullying Record/Log of all reported incidents including which type of bullying has occurred to allow for thorough and regular (termly) analyses of the data collected which will be reported to the LAC.

The DSL analyses the data in the Bullying Record at termly intervals in order to identify any trends in the types of bullying occurring and implement the appropriate measures to tackle it.

The DSL arranges appropriate training for staff members.

Each HoY corresponds and meets with parents/carers where necessary. They also provide a point of contact when more serious bullying incidents occur.

All members of staff are alert to social dynamics in their class and are available for pupils who wish to report bullying. They also provide follow-up support after bullying incidents.

All members of staff ensure that they are alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the pupil's HoY of such observations.

All colleagues will avoid gender stereotyping when dealing with bullying.

Throughout the year, the composition of pupil groups shows sensitivity to those who have been the victims of bullying.

The school nurses, often the first people to receive reports of bullying, offer emotional support to victims, and alert the relevant HoY or DSL.

Parents/carers are advised to inform their child's HoY if they are concerned that their child may be bullied or be involved in bullying.

Pupils are advised to inform a member of staff if they witness bullying, or are a victim of bullying.

Pupils are taught not to make counter-threats if they are victims of bullying.

Pupils are taught to walk away from any dangerous situations and avoid involving other pupils in incidents.

Pupils are advised to retain and disclose all evidence of cyber bullying as well as offered additional signposts for support outside of the academy.

Appendix 3: Harmful or Problematic Sexual Behaviour

Sexual Harassment:

- Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline.

- Sexual harassment violates a pupil's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment.

- If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

Sexual harassment includes:

- Sexual comments such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.

- Sexual "jokes" and taunting.

- Physical behaviour, such as deliberately brushing against someone else.

- Sexual threats or pushing someone to do something sexually that they don't want to or aren't ready for.

Online sexual harassment includes:

- Non-consensual sharing of images and videos, displaying pictures, photos or drawings of a sexual nature.

- Consensual sharing of sexual images and videos (often known as sexting)

- Inappropriate comments on social media, exploitation, coercion and threats – online sexual harassment may be isolated or part of a wider pattern.

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

Sexual Violence

Sexual violence refers to the three following offences:

Rape:

> A person (A) commits an offence of rape if they intentionally penetrates the vagina, anus or mouth of another person (B) with a 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.

Harmful Sexual Behaviours:

The term "harmful sexual behaviour" is used to describe behaviour that is problematic, abusive and violent, and that may cause developmental damage.

Harmful sexual behaviour may include:

- Using sexually explicit words and phrases.

- Inappropriate touching.

- Sexual violence or threats.

- Full penetrative sex with children or adults.

- Sexual interest in adults or children of very different ages to their own.

- Forceful or aggressive sexual behaviour.

- Compulsive habits relating to sexual or body-focused behaviours.

- Sexual behaviour affecting progress and achievement.

- Sexual behaviour can also be harmful if one of the individuals is much older (especially where there is two or more years difference, or where one individual is prepubescent and the other is not) and where the child may have SEND.

Identifying Harmful or Problematic Sexual Behaviour:

All colleagues will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as "banter" or "part of growing up".

All colleagues will be aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as pupils being sexually touched or assaulted, and pupils being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

All colleagues will be made aware of the heightened vulnerability of pupils with SEND. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

The academy's response to harmful sexual behaviour involving pupils of the same gender will be equally as robust as it is for incidents between pupils of the opposite gender or gender identification.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers.

Recognising one or more of the following signs in a pupil may mean they are a victim of harmful sexual behaviour:

- Missing school completely or showing an unwillingness to attend certain lessons

- Injuries such as bruises – either being sustained at school or the pupil may come to school with injuries

- Showing signs of anxiety or depression, or feeling panicked

- Being withdrawn, shy or feeling nervous

- Looking dishevelled due to a lack of sleep

- Being abusive to other pupils or staff members

Allegations of harmful sexual behaviour:

Support available if a pupil has been harmed, is in immediate danger, or at risk of harm:

- If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral will be made to Children's Services and the police.

- Within one working day, a social worker should respond to the referrer to explain the action that will be taken.

Support available if early help, section 17 and/or section 47 statutory assessments are appropriate:

- If early help, section 17 and/or section 47 statutory assessments (assessments under the Children Act 1989) are appropriate, academy staff may be required to support external agencies. The DSL and deputies will support staff as required.

Support available if a crime may have been committed:

- Rape, assault by penetration and sexual assaults are crimes. Where a report includes such an act, the police will be notified. The DSL will be aware of the local process for referrals to both Children's Services and the police.

- The academy will report criminal activity to the police irrelevant of the alleged perpetrators age. In these cases, the police will take a welfare approach rather than a criminal justice approach.

- The academy has a close relationship with the local police force and the DSL will liaise closely with them.

Support available if reports include online behaviour

- The academy recognises that there is potential for an online incident to extend further than the local community and for a victim, or the alleged perpetrator, to become marginalised and excluded both online and offline. There is also strong potential for repeat victimisation if the content continues to exist.

- If the incident involves sexual images or videos held online, the Internet Watch Foundation will be consulted to have the material removed.

- Staff will not view or forward illegal images of a child. If they are made aware of such an image, they will contact the DSL.

Managing disclosures

- Alleged victims will always be taken seriously, reassured, supported and kept safe. Alleged victims will never be made to feel like they are causing a problem or made to feel ashamed.

- If a friend of an alleged victim makes a report or a member of staff overhears a conversation, staff will take action – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will *consider why* the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of the DSL.

- Where an alleged incident took place away from the academy or online but involved pupils from the academy, the academy's duty to safeguard pupils remains the same.

- All staff will be trained to handle disclosures.

Effective safeguarding practice includes:

- Never promising confidentiality at the initial stage.

- Only sharing the report with those necessary for its progression.

- Explaining to the victim what the next steps will be and who the report will be passed to.

- Recognising that the person the child chose to disclose the information to is in a position of trust.

- Being clear about boundaries and how the report will be progressed.

- Not asking leading questions and only prompting the child with open questions.

- Waiting until the end of the disclosure to immediately write a thorough summary. If notes must be taken during the disclosure, it is important to still remain engaged and not appear distracted.

- Only recording the facts as the child presents them – not the opinions of the note taker.

- Where the report includes an online element, being aware of searching, screening and confiscation advice and UKCCIS sexting advice.

- Wherever possible, managing disclosures with two staff members present (preferably with the DSL or a deputy as one of the staff members).

- Informing the DSL or deputy as soon as possible after the disclosure if they could not be involved in the disclosure.

- If the allegations of harmful sexual behaviour is against a pupil with SEND, they will record the incident in writing and, working with the SENCO and the DSL, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

The DSL or a deputy should decide the school's initial response, taking into consideration:

- The victim's wishes.

- The nature of the incident.

- The ages and developmental stages of the children involved.

- Any power imbalance between the children.

- Whether the incident is a one-off or part of a pattern.

- Any ongoing risks.

- Any related issues and the wider context, such as whether there are wider environmental factors in a child's life that threaten their safety and/or welfare.

- The best interests of the child.

- That sexual violence and sexual harassment are always unacceptable and will not be tolerated.

Immediate consideration should be given as to how to support the victim, alleged perpetrator and any other children involved.

For reports of rape and assault by penetration, whilst the school establishes the facts, the alleged perpetrator should be removed from any classes shared with the victim. The academy will consider how to keep the victim and alleged perpetrator apart on school premises, and on transport where applicable. These actions should not be seen as a judgement of guilt on the alleged perpetrator.

For reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and the suitability of shared classes, premises and transport should be considered immediately.

In all cases, the initial report should be carefully evaluated and the wishes of the victim, nature of the allegations and requirement to protect all children should be taken into consideration.

Anonymity

There are legal requirements for anonymity where a case is progressing through the criminal justice system. The academy will do all it can to protect the anonymity of pupils involved in any report of sexual violence or sexual harassment. It will carefully consider, based on the nature of the report, which staff will be informed and what support will be in place for the pupils involved.

The academy will refrain from making comments on any ongoing cases of harmful sexual behaviour on social media and will act appropriately at all times in line with the Social Media Policy.

Risk Assessment

The DSL or a deputy will make an immediate risk and needs assessment (Incident response risk assessment) any time there is a report of sexual violence. Please contact the Director of Safeguarding for the template as required.

For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence, it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required.

Risk assessments will consider:

- The context of the incident.
- The victim.
- The alleged perpetrator.
- Other children at the academy, especially any actions that are appropriate to protect them.
- Risk assessments will be recorded on CPOMS and kept under review in accordance with the academy's Data Protection Policy.

Further guidance on for formulating an Academy-based Safeguarding Risk Reduction Plan for a pupil who may pose a risk of sexual harm to others:

https://czone.eastsussex.gov.uk/media/4428/protocol-for-managing-peer-on-peer-harmful-sexual-behaviour-in-schools-4-final.pdf

Useful Websites:

NSPCC: Sexual violence and sexual harassment between children in schools and colleges https://learning.nspcc.org.uk/media/1540/sexual-violence-harassment-between-children-schools-colleges-england.pdf

Appendix 4: Weapons

If a pupil is discovered to have brought a weapon into the academy the police will be informed, the pupil will be placed on a fixed term exclusion, and an investigation will be carried out.

Weapons include guns, pellet guns, BB guns, air guns, replica guns, knives, num-chukkas, death stars and other martial arts objects; screwdrivers, hammers, chisels, bradles and any tool that has/attempted/threatened to be used offensively; razors, razor blades, aerosols, chains, scissors, etc.

This list is not exhaustive, but it should be noted that weapons also describe 'home made' implements manufactured to injure, threaten or intimidate. If an item such as a pair of scissors is picked up in the academy and used or threatened to be used as a weapon then any sanction referred to in the behaviour management policy may be recommended to the local governing body.

At this hearing the following issues will be discussed:

- How the weapon was found, discovered or reported

- The nature of the weapon

- The location and storage of the weapon on the School's site

- Knowledge of third parties as to the weapon being in the School

- What the perceived purpose was of having the weapon in the School

- Preceding behaviour and attitude of the pupil whilst attending anonymous (unless a weapon has previously been brought into the academy by the same pupil).

Please refer to the behaviour policy for the full procedures relating to disciplinary actions. Bringing a weapon onto the academy site could lead to sanctions up to and including permanent exclusion.