

# Khalsa Secondary Academy



## Peer on Peer Abuse Policy

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**If there is immediate risk of harm to a child, call the Police on 999**

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## 1. STATEMENT OF INTENT

At Khalsa Secondary Academy (KSA) the physical, mental and emotional health, safety and wellbeing of all our children is of paramount importance to all adults who work or volunteer here. All our children have the right to protection, regardless of age, gender, ethnicity, sexual orientation, race or disability. They have a right to be safe in our school; this is enhanced by the adoption of a robust Safeguarding and Child Protection Policy and procedures, our procedures for preventing and dealing with cases of bullying and our Online Safety Policy and procedures.

KSA is committed to safeguarding and promoting the welfare of every pupil, both inside and outside of the school premises, and is aware that abuse against children can be inflicted by other children. We implement a whole-school preventative approach to managing peer-on-peer abuse, ensuring that the wellbeing of pupils is at the forefront of all action taken.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of mutual respect amongst pupils, irrespective of protected characteristics.
- Teaching pupils about behaviour that is acceptable and unacceptable.
- Identifying and making provision for any pupil that has been subject to abuse.
- Ensuring that members of the Trust Board, the Local Advisory Board (LAB) the Headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of peer-on-peer abuse, and know to refer concerns to the DSL.

The DSL for Child Protection at KSA is:

**Tabitha Rowe**

The Deputy DSLs for Child Protection at KSA are:

Mr A Kilbane

Mrs D Yousofian

Mrs E Day

Ms F Ahmed

Ms S Harb

Mr A Betts

## 2. LEGAL FRAMEWORK

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

- Equality Act 2010
- Sexual Offences Act 2003
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Voyeurism (Offences) Act 2019
- DfE (2021) 'Keeping children safe in education 2021'

The policy also has regard to the following non-statutory guidance:

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Data Protection Policy
- Exclusion Policy
- Online Safety Policy
- Anti-Bullying Policy

### 3. DEFINITIONS

**"Peer-on-peer abuse"** can be defined as "any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate)." (Firmin, C. 2017. Abuse Between Young People: A Contextual Account).

The definition **"child"** includes everyone under the age of 18.

**"Harmful sexual behaviour"** is defined as any sexual behaviour which:

- Does not observe and respect any individuals on the receiving end of the behaviour, e.g. touching someone without their consent.
- Is inappropriate for the age or stage of development of the pupil.
- Is problematic, abusive or violent.

The policy will use the following terms to describe pupils involved in peer-on-peer abuse:

- **Victim(s)** – the individual(s) against whom the abuse has, or has allegedly, been inflicted.
- **Perpetrator(s)** – the individual(s) exhibiting abusive behaviour against their peers.
- **Alleged perpetrator(s)** – individual(s) against whom a report of abusive behaviour has been made, where guilt has not yet been ascertained.

**Note:** The use of the word 'alleged' does not mean that the pupil in question is not guilty of peer-on-peer abuse, that the school does not believe the allegation, or that the allegation will not be taken seriously. Staff will remember that the school has a legal duty of care to all perpetrators and alleged perpetrators who are pupils at the school, including a requirement to ensure they can access their education. Staff will think very carefully about terminology when speaking in front of pupils. Victims will be reassured that use of the term 'alleged perpetrator' is not an attempt to discredit their allegation.

#### 4. ROLES & RESPONSIBILITIES

The Trust Board has a duty to:

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to multi-agency working in line with the statutory guidance 'Working Together to Safeguard Children'.
- Confirm that the school's arrangements for handling peer-on-peer abuse take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description.
- Appoint one or more deputy DSL(s) to provide support to the DSL and ensure that they are trained to the same standard as the DSL, and that the role is explicit in their job description(s).
- Make sure that pupils are taught about peer-on-peer abuse, including online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Ensure that staff members are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ.
- Ensure the school has clear systems and processes in place for identifying possible risk of harm in pupils, including clear routes to escalate concerns and clear referral and accountability systems.
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- A zero-tolerance approach to abuse of any kind
- A clear statement that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up" or "boys being boys"
- Recognition of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and, boys, perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils.

- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation in relation to peer-on-peer abuse.
- Make sure that pupils' wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual pupils.
- Guarantee that there are systems in place for pupils to express their views and give feedback.

The Headteacher has a duty to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the Trust Board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Provide staff, upon induction, with the Safeguarding and Child Protection Policy, Staff Code of Conduct, part one and, where appropriate, Annex A of the 'Keeping children safe in education' (KCSIE) guidance, the Behaviour Policy, the Children Missing from Education Policy, online safety training, and the identity of the DSL and any deputies.
- Ensure staff receive training on recognising indicators of abuse and handling disclosures or concerns about a pupil.

The DSL has a duty to:

- Understand and keep up-to-date with local safeguarding arrangements.
- Act as the main point of contact with the three safeguarding partners and the child death review partner.
- Make the necessary child protection referrals to appropriate agencies.
- Understand when they should consider calling the police, in line with the National Police Chiefs' Council (NPCC) [guidance](#).
- Liaise with the Headteacher to inform them of safeguarding issues and ongoing enquiries.
- Liaise with the deputy DSL(s) to ensure effective safeguarding outcomes.
- Act as a source of support for pupils who have been abused by, or who have abused, other pupils.
- Leading the school in taking a preventative approach to peer-on-peer abuse.

All staff members have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which pupils can learn.
- Act in accordance with school procedures with the aim of eliminating unlawful discrimination, harassment and victimisation in relation to peer-on-peer abuse.
- A zero-tolerance approach to abuse of any kind
- Maintain an attitude of '**it could happen here**' where safeguarding is concerned.
- Be aware of the signs of abuse.
- Be aware of the early help process and understand their role in it.

- Be aware of and understand the procedure to follow in the event that a child confides they are being abused by a peer.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.

## 5. TYPES OF PEER ON PEER ABUSE

Staff will familiarise themselves with the forms that peer-on-peer abuse can take, including:

### 5.1 Physical abuse

A form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to another child.

### 5.2 Sexual abuse

A form of abuse involving sexual activity between children – sexual abuse, for the purposes of this policy, is divided into two categories: sexual violence and sexual harassment.

“Sexual violence” encompasses the definitions provided in the Sexual Offences Act 2003, including rape, assault by penetration, sexual assault, i.e. non-consensual sexual touching, and causing another child to engage in sexual activity without consent, e.g. forcing someone to touch themselves sexually.

“Sexual harassment” refers to any sexual behaviour that could violate another child’s dignity, make them feel intimidated, degraded or humiliated, and/or create a hostile, offensive or sexualised environment, including:

- Sexualised jokes, taunting or comments.
- Physical behaviour, e.g. deliberately brushing against someone.
- Online sexual harassment, including
  - Upskirting
  - Sexualised online bullying
  - Unwanted sexual comments and messages, including on social media.
  - Sexual threats or coercion.

The “sharing of sexualised imagery” can also constitute sexual harassment – this refers to the consensual and non-consensual sharing between pupils of sexually explicit content, including that which depicts:

- Another child posing nude or semi-nude
- Another child touching themselves in a sexual way
- Any sexual activity involving another child
- Someone hurting another child sexually



Staff will be aware that children creating, possessing, and distributing indecent imagery of other children is a criminal offence, even where the imagery is created, possessed, and distributed with the permission of the child depicted, or by the child themselves. Incidents of sharing sexualised imagery will be handled in line with the Safeguarding and Child Protection Policy.

### 5.3 Bullying

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

Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (cyberbullying)

Bullying will generally be handled in line with the [Anti-Bullying Policy](#) (see Appendix 2); however, particularly severe instances will be handled in line with this policy and the Safeguarding and Child Protection Policy.

### 5.4 Online abuse

This involves the use of technology and the internet in order to harass, threaten or intimidate another child. Instances of online abuse will be managed in line with this policy, the Online Safety Policy and the Anti-Bullying Policy.

### 5.5 Discriminatory behaviour

Discriminatory behaviour encompasses abuse inflicted on a pupil because of their protected characteristics, e.g. religion, ethnicity, gender, sexual orientation, culture, or SEND. Discriminatory behaviour is never acceptable, and all cases will be handled in line with this policy and the Safeguarding and Child Protection Policy.

### 5.6 Intimate partner abuse

This involves a romantic partnership between children in which one or both partners are emotionally, physically or sexually abusive to the other. This could include:

- Repetitive insults
- Controlling behaviour, e.g. preventing a child from socialising with others or deliberately isolating them from sources of support.
- Sexual harassment.
- Threats of physical or sexual abuse.

The school will manage intimate partner abuse in the same way as a case of abuse between any other children, i.e. via the processes outlined in this policy, and in line with the Safeguarding and Child Protection Policy.

## 6. A WHOLE SCHOOL APPROACH TO PEER ON PEER ABUSE

The school will continue to involve all members of the school community, including the Trust Board, staff, pupils, parents and other stakeholders, in creating a whole-school approach to peer-on-peer abuse.

The Trust Board will ensure that keeping children safe and protected from harm, including peer-on-peer abuse, is central to all policies and procedures implemented across the school. The school will ensure that procedures for handling peer-on-peer abuse are transparent, clear and understandable, and are readily accessible to any member of the school community who wishes to access them.

The school will implement a contextual approach to safeguarding pupils against peer-on-peer abuse, and will ensure that all procedures take into account incidents of peer-on-peer abuse that occur outside of school or online.

The Headteacher will ensure that all staff receive adequate training on handling peer-on-peer abuse.

### 6.1 School culture

The school prioritises cultivating a safe and respectful environment amongst pupils, and ensures that all pupils are aware that the school adopts a **zero-tolerance stance** on peer-on-peer abuse of any kind.

The school promotes respectful interactions amongst pupils, and all staff model appropriate and respectful behaviour. Staff will take care to avoid normalising harmful behaviour, particularly harmful sexual behaviour, e.g. by refraining from the use of phrases such as 'boys will be boys' or describing such behaviour as 'just having a laugh' or 'part of growing up'.

The school will ensure that wider societal factors that exacerbate the problem of peer-on-peer abuse are reflected in its approach to creating a preventative culture. This means that individuals who are more likely to be abused, e.g. girls or LGBTQ+Q pupils, or who are at increased risk of acting as a perpetrator in abusive situations, e.g. due to abusive home situations or anger management issues, are given additional support from an early stage.

The school manages all early help and intervention for pupils showing early signs of harmful behaviour, or early signs of being the victim of harmful behaviour, in line with the Safeguarding and Child Protection Policy.

### 6.2 Curriculum

The school maintains the position that education surrounding respectful and healthy attitudes and behaviour towards others is the best way to combat peer-on-peer abuse in the school. All staff, not just teaching staff, are responsible for passing this knowledge on to pupils.

In order to prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum and extra-curricular activities.

The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Stereotyping and equality
- LGBTQ+ identities and relationships
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

Pupils will be allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled.

The curriculum will ensure that pupils of all ages are taught about and understand the concept of consent and its importance in an age-appropriate way.

## 7. CHANNELS FOR REPORTING ABUSE

Pupils will be able to report incidents of peer-on-peer abuse or concerns about the behaviour of their peers through the following channels; Speaking with the DSL, DDSLs, Head of Year, Student Welfare Manager and/or any member of staff that they are comfortable reporting incidents to. Pupils can also send a message via Tootoot for the safeguarding team.

All channels for reporting abuse will be promoted and publicised throughout the school, and all pupils will be made aware of how, and to whom, to report incidents of abuse. The school will also ensure pupils are aware of the type of behaviour that should be reported, ranging from criminal behaviour, e.g. rape or sexual assault, to everyday harassment, e.g. sexualised jokes or inappropriate comments, to ensure that victims do not view their experience as 'not serious enough' to report.

The school will maintain a culture that promotes reporting abuse, whether the individual reporting is the victim, a bystander, or a friend or relative of the victim. Staff will address any incidents of pupils equating reporting abuse to 'snitching' or being a 'tattle-tale', and will convey to these pupils how important it is to report abuse to help tackle the wider problem of peer-on-peer abuse in schools.

## 8. PROTECTING PUPILS WITH INCREASED VULNERABILITY

The school is aware that, while peer-on-peer abuse can be perpetrated by, and against, anyone, there are certain groups of pupils who are at an increased risk of being on the receiving end of peer-on-peer abuse.

Staff will be careful to acknowledge the increased risk certain pupils face while refraining from making assumptions about the nature of any reported, witnessed or suspected abuse. Staff will be aware that pupils who are generally at increased risk of abuse can also be perpetrators of abuse.

The school will ensure that action is taken, where possible, before major concerns arise; therefore, incidents of low-level abuse related to the characteristics of the below groups will be handled in line with early help procedures, which are laid out within the Safeguarding and Child Protection Policy.

### 8.1 Girls

Staff will be aware that girls are more likely to be on the receiving end of peer-on-peer sexual abuse than their male counterparts, and that sexual violence and harassment against girls is very common and accounts for the majority of cases.

Considering that sexual harassment against girls is widespread in society, and largely based in gender inequality, the school will aim to encourage gender equality in all aspects of its operations. The school will aim to promote and nurture healthy attitudes and relationships amongst pupils of all genders, e.g. by challenging and working to deconstruct gender stereotypes in school.

Staff will challenge any incidents of misogynistic language or gender-based abuse, whether of a sexualised nature or not, as holding misogynistic viewpoints can make a pupil more likely to commit sexualised violence in the future.

### 8.2 LGBTQ+ pupils

Staff will be aware that pupils who are LGBTQ+, or are perceived to be LGBTQ+ whether they are or not, are more likely to be targeted by their peers, e.g. for discriminatory bullying.

The school holds a zero-tolerance policy towards pupils using homophobic, biphobic or transphobic language, regardless of whether or not the language is being directed at another individual. Every staff member is individually responsible for challenging such behaviour and making clear to all pupils that any abuse towards pupils who are LGBTQ+, or who are perceived to be, is unacceptable.

### 8.3 Pupils with SEND

Staff will be aware that pupils with SEND are at increased risk of peer-on-peer abuse. The school will ensure that there are mechanisms in place to support pupils with SEND in reporting abuse,

with due regard paid to the fact that these pupils may face additional barriers to reporting abuse and that spotting signs of abuse in these pupils may be harder.

Staff will avoid assuming that changes in the behaviour of pupils with SEND are as a result of their needs or disability, and will report any concerns to the DSL. The DSL and the SENDCO will collaborate in the handling of instances of abuse towards pupils with SEND to ensure that barriers to communication can be effectively managed.

#### 8.4 Black, Asian and Minority Ethnic (BAME) pupils

Staff will be aware that minority ethnic pupils, particularly black pupils, may be less likely to report abuse committed against them, and may be more likely to be misidentified as perpetrators of abuse.

The school holds a zero-tolerance policy towards pupils using racist language, regardless of whether the language is being directed at another individual. Every staff member is individually responsible for challenging such behaviour and making clear to all pupils that any abuse towards pupils from BAME backgrounds is unacceptable.

Staff will also be aware that BAME girls, BAME pupils with SEND, or BAME LGBTQ+, or perceived LGBTQ+ pupils, are likely to face increased abuse due to the intersection of these identities. Staff will be vigilant with regard to these pupils and the ways in which other pupils behave towards them, in order to ensure any incidents or potential incidents can be handled as soon as they occur.

## 9. STAFF IDENTIFYING & REPORTING CONCERNS

Staff will receive safeguarding training as part of their induction, and annual refresher training. This training will include guidance on how to recognise indicators of peer-on-peer abuse of all kinds, and how to distinguish between behaviour, particularly sexual behaviour, that is developmentally appropriate and that which is harmful.

When identifying pupils at risk of potential harm or who have been harmed by their peers, staff members will look out for a number of indicators including, but not limited to, the following:

- Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age
- Lack of concentration and acting withdrawn
- Knowledge ahead of their age, e.g. sexual knowledge
- Use of explicit language
- Fear of abandonment
- Depression and low self-esteem
- Changes to their social group, e.g. spending time with older pupils, or social isolation
- Alcohol or substance misuse

Where a pupil is displaying signs of being impacted by peer-on-peer abuse, or perpetrating peer-on-peer abuse, staff will report this to the DSL as soon as is reasonably practical using the usual reporting system employed.

Staff will challenge all instances of abusive or harmful behaviour displayed by pupils that they witness or are reported to them. Staff will not wait for concerns or situations between pupils to escalate before intervening; minor or singular instances of abusive behaviour will still be brought to the attention of the DSL and the pupil will always be spoken to about their behaviour and disciplined, where appropriate, in line with the Behaviour Policy.

Staff will enforce the school's policy that no known and substantiated incident of abusive or harmful behaviour between pupils will occur without consequences for the perpetrator(s), although these consequences will be decided on a case-by-case basis and will take into account the views of any victims involved, the context of the behaviour and the severity of the incident.

Staff will be aware that just because a victim of abusive behaviour does not report the behaviour or react to the behaviour negatively, this does not mean that the behaviour is not still harmful; some pupils will be uncomfortable challenging their peers on inappropriate behaviour, or may not be aware themselves that the behaviour is abusive. Staff have a responsibility to ensure that both the perpetrator(s), or alleged perpetrator(s), and the victim(s) understand that such behaviour inflicted by or against them was unacceptable; failing to challenge a pupil on unacceptable behaviour can normalise that behaviour not just for the pupil in question, but for all pupils who see the behaviour going unchallenged.

Staff will remain cognisant that downplaying abusive behaviour can lead to a culture of unacceptable behaviour throughout the school and, as such, will treat all displays or reports of abusive behaviour with the utmost severity and sensitivity in order to reinforce to all pupils that such behaviour will not be tolerated, and to prevent further instances of this behaviour in the future.

## 10. SEXUAL VIOLENCE & SEXUAL HARASSMENT BETWEEN CHILDREN IN SCHOOLS

If an incident of sexual violence or sexual harassment occurs our school will follow the guidance set out in [Part 5 of Keeping Children Safe in Education 2021](#) and we will use the DfE guidance [Sexual violence and harassment between children in schools and colleges](#).

Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment are likely to find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap - they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate

support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBTQ+ children are at greater risk.

If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it, or wait for a disclosure. 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 children's social care where necessary. If staff are in any doubt, they will speak to the DSL.

Where an alleged incident took place away from the school or online but involved pupils from the school, the school's duty to safeguard pupils remains the same and the incident will be treated equally as seriously and investigated in the same way as an incident that took place in school.

It is important that school staff are aware of sexual violence and the fact that children can, and sometimes do, abuse their peers in this way. When referring to sexual violence the School is referring to sexual offences under the [Sexual Offences Act 2003](#) as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

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

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools should consider when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment.

This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process. If staff are in any doubt as to what to do, they should speak to the DSL (or a Deputy).

KSA is in accordance with the statutory guidelines detailed in the [‘Sexual violence and sexual harassment between children in schools and colleges’](#) (Sept 2021)

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. The designated safeguarding lead (or a deputy) should take a leading role and use their professional judgement, supported by other agencies, such as children’s social care and the police as required.

Paragraph 52 and Annex A in the [Sexual Violence and Sexual Harassment between Children in Schools and Colleges](#) advice provides detailed information and links to resources.

### 10.1 Awareness

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- zero-tolerance of any abuse
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting skirts



- maintaining an attitude of **'it could happen here'**

*Dismissing or tolerating such behaviours risks normalising them*

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 pupil 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 pupil 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 remain engaged and not appear distracted.
- Only recording the facts as the pupil presents them – not the opinions of the note taker.
- Where the report includes an online element, being aware of searching, screening and confiscation advice.
- Wherever possible, managing disclosures with two staff members present (preferably with the DSL or a deputy).
- Informing the DSL or deputy as soon as possible after the disclosure if they could not be involved in the disclosure.

The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENDCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

### 10.2 Responding to reports of sexual violence or sexual harassment

Children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. If staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.

The initial response to a report from a child is incredibly important. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

Not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours can lead to a culture of unacceptable behaviour.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are

creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, should act on them immediately and speak to the designated safeguarding lead.

### 10.3 Effective Safeguarding Procedures

If possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible.

Where the report includes an online element, the key consideration is for staff not to view or forward illegal images of a child. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection.

Not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps.

Staff should only share the report with those people who are necessary in order to progress it.

It is important that the victim understands what the next steps will be and who the report will be passed to.

It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child.

Recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse.

Keeping in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;

Listening carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was.

## 10.4 Making a record of the report

Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present).

However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made; only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Staff should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation. Staff will need to inform the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

**Staff should refer to Appendix 1: Sexual Violence & Sexual Harassment Reporting Flowchart for further details.**

## 10.5 Confidentiality

The school will only engage staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school cannot make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk.
- If a pupil is at risk of harm, is in immediate danger or has been harmed, a referral will be made to children's social care.
- Rape, assault by penetration and sexual assault are crimes – reports containing any such crimes will be passed to the police.

The DSL will weigh the victim's wishes against their duty to protect the victim and others. If a referral is made against the victim's wishes, it will be done so extremely carefully and the reasons for referral will be explained to the victim. Appropriate specialist support will always be offered.

## 10.6 Anonymity

There are legal requirements for anonymity where a case is progressing through the criminal justice system. The school will do all it can to protect the anonymity of children 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 children involved. When deciding on the steps to take, the school will consider the role of social media in potentially exposing victims' identities and facilitating the spread of rumours.

## 10.7 Risk Assessment

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs assessment should consider:

- the victim, especially their protection and support
- whether there may have been other victims
- the alleged perpetrator(s)
- all the other children, (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms

Risk assessments should be recorded (written or electronic) and should be kept under review

At all times, the school will actively consider the risks posed to all their pupils and students and put adequate measures in place to protect them and keep them safe.

The designated safeguarding lead (or a deputy) should ensure they are engaging with children's social care and specialist services as required.

Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. Any such professional assessments should be used to inform the school's approach to supporting and protecting pupils and updating their own risk assessment.

## 10.8 Actions to consider following a report of sexual violence and/or sexual harassment

Following a report of sexual violence and/or harassment we will consider:

- The wishes of the victim in terms of how they want to proceed (in an age appropriate way.) This is especially important in the context of sexual violence and sexual harassment. Victims will be given as much control as is reasonably possible over decisions regarding 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 and consideration of harmful sexual behaviour.
- The ages of the children involved.
- The developmental stages of the children involved.
- 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?
- If the alleged incident is a one-off or a sustained pattern of abuse.
- are there ongoing risks to the victim, other children, adult students or school staff; and
- Other related issues and wider context e.g. contextual safeguarding.

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

For reports of rape and assault by penetration, the alleged perpetrator will be removed from any classes shared with the victim whilst the school establishes the facts. The school will consider how to keep the victim and alleged perpetrator apart on school premises, and on transport where applicable. These actions will 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 will be considered immediately. In all cases, the initial report will be carefully evaluated and the wishes of the victim, nature of the allegations and requirement to protect all children will be taken into consideration.

Where a pupil is found to have been involved in harmful sexual behaviour, e.g. non-consensually sharing indecent imagery of another pupil, the school will help the pupil to move forward from the incident by supporting them in adopting more positive behaviour patterns and attitudes.

### 10.9 Managing the Report

We will consider every report on a case-by-case basis. When to inform the alleged perpetrator will be carefully considered. Where a report is going to be made to children's social care and/or the police, then, generally, our school will speak to the relevant agency and discuss next steps and how the alleged perpetrator will be informed of the allegations. However, as per general safeguarding principles, this will not stop our school taking immediate action to safeguard our children, where required.

Our school will consider four likely scenarios when managing any reports of sexual violence and/or sexual harassment.

There are four likely outcomes when managing reports of sexual violence or sexual harassment:

- Managing internally.
- Providing early help.
- Referring to children's social care.
- Reporting to the police.

Whatever outcome is chosen, it will be underpinned by the principle that sexual violence and sexual harassment are never acceptable and will not be tolerated. All concerns, discussions, decisions and reasons behind decisions will be recorded either on paper or electronically.

The following situations are statutorily clear and do not allow for contrary decisions:

- The age of consent is 16.
- A child under the age of 16 can **never** consent to sexual activity.
- Sexual intercourse without consent is **always** rape.
- Rape, assault by penetration and sexual assault are defined in law.
- Creating and sharing sexual photos and videos of children under 18 is illegal – including children making and sending images and videos of themselves.

### 10.9.1 Managing internally

In some cases, e.g. one-off incidents, the school may decide to handle the incident internally through behaviour and bullying policies and by providing pastoral support.

### 10.9.2 Providing early help

The school may decide that statutory interventions are not required, but that pupils may benefit from early help – providing support as soon as a problem emerges. This approach can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent the escalation of sexual violence.

### 10.9.3 Referral to children's social care

If a pupil has been harmed, is at risk of harm or is in immediate danger, the school will make a referral to children's social care. Parents will be informed unless there is a compelling reason not to do so (if referral will place the victim at risk). This decision will be made in consultation with children's social care.

The school will not wait for the outcome of an investigation before protecting the victim and other children.

The DSL will work closely with children's social care to ensure that the school's actions do not jeopardise any investigation. Any related risk assessment will be used to inform all decisions. If children's social care decide that a statutory investigation is not appropriate, the school will consider referring the incident again if they believe the pupil to be in immediate danger or at risk of harm. If the school agrees with the decision made by children's social care, they will consider the use of other support mechanisms such as early help, pastoral support and specialist support.

### 10.9.4 Reporting to the police

Reports of rape, assault by penetration or sexual assault will be passed on to the police – even if the alleged perpetrator is under 10 years of age. Generally, this will be in parallel with referral to children's social care. The DSL and deputies will follow the local process for referral.

Parents will be informed unless there is a compelling reason not to do so. Where parents are not informed, it is essential for the school to support the pupil with any decision they take, in unison with children's social care and any appropriate specialist agencies.

The DSL and The Trust Board will agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. They will also discuss the best way to protect the victim and their anonymity. The DSL will be aware of local arrangements and specialist units that investigate child abuse.

In some cases, it may become clear that the police will not take further action, for whatever reason. In these circumstances, the school will continue to engage with specialist support for the victim as required.

#### 10.9.4i Bail conditions

Pupils against whom further action is taken by the police may be released under bail conditions or 'released under investigation' (RUI) in circumstances that do not warrant the application of bail. Where this occurs and the perpetrator returns to school, the school's primary focus will be conducting an assessment of the risk the perpetrator poses to the victim or other pupils and staff at the school, both physically and in terms of trauma or emotional stress, and implementing any mitigating measures necessary to reduce the harm caused.

The school will work with children's social care and the police to support the victim, alleged perpetrator and other pupils (especially witnesses) during criminal investigations. The school will seek advice from the police to ensure they meet their safeguarding responsibilities.

The school will liaise with police investigators to develop a balanced set of arrangements whereby both the alleged perpetrator and the victim can continue to receive a suitable education without compromising any ongoing investigations or the emotional state of the victim.

#### 10.9.4ii Managing delays in the criminal justice system

The school will not wait for the outcome (or even the start) of criminal proceedings before protecting the victim, alleged perpetrator and other children. The associated risk assessment will be used to inform any decisions made. The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

#### 10.9.4iii The end of the criminal process

Risk assessments will be updated if the alleged perpetrator receives a caution or is convicted. If the perpetrator remains in the same school as the victim, the school will set out clear expectations regarding the perpetrator, including their behaviour and any restrictions deemed reasonable and proportionate with regards to the perpetrator's timetable. The school will ensure that the victim and perpetrator remain protected from bullying and harassment (including online).

Where an alleged perpetrator is found not guilty or a case is classed as requiring "no further action", the school will offer support to the victim and alleged perpetrator for as long as is necessary. The victim is likely to be traumatised and the fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. The school will discuss decisions with the victim and offer support. The alleged perpetrator is also likely to require ongoing support, as they have also been through a difficult and upsetting experience.

The Headteacher will carefully consider, on a case-by-case basis, whether allowing the victim and the alleged perpetrator to share classes or attend the same activities is conducive to either party's effective education, and will implement alternative arrangements, in consultation with the DSL (and SENCO where the victim or alleged perpetrator has SEND), where necessary.

### 11.1 Safeguarding and supporting the victim

Any decisions regarding safeguarding and supporting the victim will be made with the following considerations in mind:

- The terminology the school uses to describe the victim
- The age and developmental stage of the victim
- The needs and wishes of the victim
- Whether the victim wishes to continue in their normal routine
- The victim will not be made to feel ashamed about making a report
- What a proportionate response looks like

Victims may not disclose the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. When ongoing support will be required, we will ask the victim if they would find it helpful to have a designated trusted adult (for example, a member of the Safeguarding Team) to talk to about their needs. The choice of any such adult should be the victim's. We will respect and support this choice.

We understand that a victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. While we will avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, 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. This should be because the victim wants to, not because it makes it easier to manage the situation. If required, we will provide a physical space for victims to withdraw.

Victims may require support for a long period of time and the school will be prepared to offer long-term support in liaison with relevant agencies. Everything possible will be done to prevent the victim from bullying and harassment as a result of any report they have made. If the victim is unable to remain in the school, alternative provision or a move to another school will be considered – this will only be considered at the request of the victim and following discussion with their parents. If the victim does move to another school, the DSL will inform the school of any ongoing support needs and transfer the child protection file.

### 11.2 Safeguarding and supporting the alleged perpetrator

Any decisions made regarding the support required for an alleged perpetrator will be made with the following considerations in mind:

- The terminology the school uses to describe the alleged perpetrator
- The balance of safeguarding the victim and providing the alleged perpetrator with education and support
- The reasons why the alleged perpetrator may have abused the victim – and the support necessary
- Their age and developmental stage
- What a proportionate response looks like



- Whether the behaviour is a symptom of their own abuse or exposure to abusive practices and/or materials
- What the outcome of the investigation was

If the reported abuse is found to have taken place, the school will work with professionals as required to understand why the abuse took place and provide a high level of support to help the pupil understand and overcome the reasons for their behaviour and reduce the likelihood of them abusing again.

Consider the proportionality of the response. Support (and sanctions) will be considered on a case-by-case basis. An alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviours in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials. We will seek advice, as appropriate, from children's social care, specialist sexual violence services and the police.

It is important that if the alleged perpetrator does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The DSL will take responsibility to ensure this happens as well as transferring the child protection file.

### 11.3 Disciplining the alleged perpetrator

Disciplinary action can be taken whilst investigations are ongoing and the fact that investigations are ongoing does not prevent the school reaching its own conclusion and imposing an appropriate penalty.

The school will make such decisions on a case-by-case basis, with the DSL taking a leading role. The school will take into consideration whether any action would prejudice an investigation and/or subsequent prosecution. The police and children's social care will be consulted where necessary. The school will also consider whether circumstances make it unreasonable or irrational for the school to make a decision about what happened while an investigation is considering the same facts.

Disciplinary action and support can take place at the same time. The school will be clear whether action taken is disciplinary, supportive or both.

### 11.4 Shared classes

Once the DSL has decided to progress a report, they will again consider whether the victim and alleged perpetrator will be separated in classes, on school premises and on school transport – balancing the school's duty to educate against its duty to safeguard. The best interests of pupils will always come first.

Where there is a criminal investigation into rape or assault by penetration, the alleged perpetrator will be removed from classes with the victim and potential contact on school premises and transport will be prevented.

Where a criminal investigation into rape or assault by penetration leads to a conviction or caution, in all but the most exceptional circumstances, this will constitute a serious breach of

discipline and result in the view that allowing the perpetrator to remain in the school would harm the education or welfare of the victim and potentially other pupils.

Where a criminal investigation into sexual assault leads to a conviction or caution, the school will consider suitable sanctions and permanent exclusion. If the perpetrator remains at the school, the school will keep the victim and perpetrator in separate classes and manage potential contact on school premises and transport. The nature of the conviction or caution, alongside the wishes of the victim, will inform any discussions made.

Where a report of sexual assault does not lead to a police investigation, this does not mean that the offence did not happen or that the victim has lied. Both the victim and alleged perpetrator will be affected and appropriate support will be provided. Considerations regarding sharing classes and potential contact will be made on a case-by-case basis.

In all cases, the school will record its decisions and be able to justify them. The needs and wishes of the victim will always be at the heart of the process.

### 11.5 Working with parents

In most sexual violence cases, the school will work with the parents of both the victim and alleged perpetrator. For cases of sexual harassment, these decisions will be made on a case-by-case basis.

The school will meet the victim's parents with the victim present to discuss the arrangements being put in place to safeguard the victim, and to understand their wishes in terms of support arrangements and the progression of the report.

Schools will also meet with the parents of the alleged perpetrator to discuss arrangements that will impact their child, such as moving them out of classes with the victim. Reasons behind decisions will be explained and the support being made available will be discussed. The DSL or a deputy will attend such meetings, with agencies invited as necessary.

Clear policies regarding how the school will handle reports of sexual violence and how victims and alleged perpetrators will be supported will be made available to parents.

### 11.6 Safeguarding other children

Children who have witnessed sexual violence, especially rape and assault by penetration, will be provided with support. It is likely that children will "take sides" following a report, and the school will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment.

The school will keep in mind that contact may be made between the victim and alleged perpetrator, and that harassment from friends of both parties could take place via social media, and will do everything in its power to prevent such activity.

As part of the school's risk assessment following a report, transport arrangements will be considered, as it is a potentially vulnerable place for both the victim and alleged perpetrator. Schools will consider any additional support that can be put in place.

### 11.7 Unsubstantiated, unfounded, false or malicious reports

As set out in paragraph 71 of [KCSIE 2021](#), all concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed.

If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.

If a report is shown to be deliberately invented or malicious, the school, should consider whether any disciplinary action is appropriate against the individual who made it in line with the behaviour policy.

Additional Resources:

[Childnet: Star SEND toolkit](#) Support young people with special educational needs and disabilities [Childnet: Just a Joke?](#) (for children age 9-12)

[Childnet: Step Up, Speak Out](#) (for young people age 13 – 17)

[Preventing Harmful Sexual Behaviour toolkit by the Lucy Faithfull Foundation](#)

[NSPCC: Harmful sexual behaviour framework](#)

[Contextual Safeguarding Network](#)

[Keeping Children Safe in Education September 2021: Annex B](#)

[Department for Education: Sexual Violence and Sexual Harassment between Children in Schools and Colleges.pdf](#)

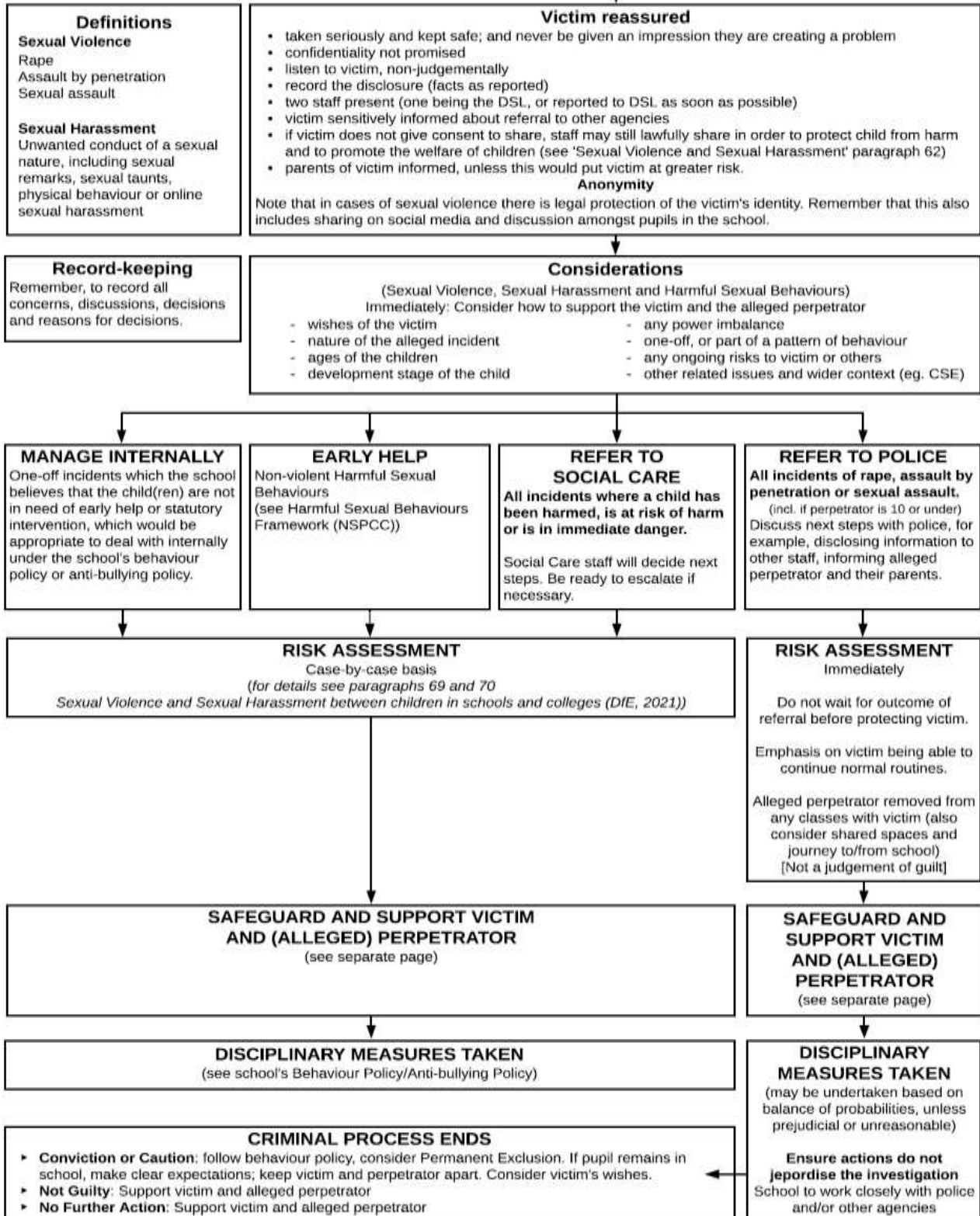
## 12. MONITORING & REVIEW

This policy is reviewed annually by the DSL and the Headteacher. Any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme. The next scheduled review date for this policy is September 2022.

# APPENDIX 1: SEXUAL VIOLENCE & SEXUAL HARASSMENT REPORTING FLOWCHART

## \*PART FOUR: RESPONSE TO REPORTS

See also KCSIE Part 5



Source:

\*Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2021)

SVSH Flow Chart for Schools 2021 v.1.0

## APPENDIX 2: ANTI-BULLYING POLICY

### KSA ANTI-BULLYING POLICY

#### School Context

Khalsa Secondary Academy caters for students whose ages range from 11 to 18. They are drawn from a broad range of social, economic, ethnic, cultural and religious backgrounds and cover the full range of abilities and needs.

#### Aims & Objectives

All students and members of staff have the right to feel safe in school and to be protected from bullying and harassment. All schools have a legal and moral duty to take bullying seriously. We believe that challenging bullying effectively will improve the safety and happiness of students and will make it clear to bullies that the behaviour is unacceptable.

This will allow us to create a school environment in which every student can:

- be safe and feel safe
- be healthy and take responsibility for themselves and others
- appreciate and value themselves and others
- make a positive contribution to the school and wider communities in which they live
- be successful in school and beyond

#### What is bullying?

Bullying is *behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.* (Department for Education)

Bullying is any form of behaviour that is deliberately intended to hurt, threaten, or frighten another person or group. It is usually unprovoked, persistent and can continue for a long period of time. It always reflects an abuse of power.

Bullying can take many forms. It can be subtle or blatant. It can be:

- **Physical:** hitting, kicking, pushing, tripping, destroying property
- **Verbal:** name calling, teasing, taunting, intimidating, gossiping, humiliating
- **Silent:** isolation, rude gestures, exclusion of students from group activities
- **Online:** abusive text messages, email, use of social media, rumours or images being spread online

#### Anyone can be bullied

Students who suffer bullying are often perceived by others to be different. Students can be bullied for a variety of reasons:

- ethnicity, race, religion or culture
- special educational needs or disabilities (SEND) or academic ability
- physical appearance or health conditions

- sexual orientation (LGB – Lesbian, Gay, Bisexual)
- gender identity (T – Transgender)
- young carers or looked-after children or otherwise related to home circumstances
- sex or gender
- socio-economic background
- friendship group

Although there is no single indicator that a child is being bullied, there are a number of warning signs that we all need to be vigilant of:

- torn or damaged clothing, books or other property
- loss of belongings
- sudden mood swings that do not usually occur
- requests to be accompanied to and from school and between lessons
- wishing to change routines such as the journey to and from school
- appearing upset, unhappy, tearful, distressed
- suffering from psychosomatic illness, stomach / headaches etc
- physical marks: bruises, scratches or cuts
- refusing to say what is wrong
- refusing to eat
- nail biting, nervous tics, flinching
- sleep walking
- underachievement at school
- school refusal
- temper flare-ups

## Specific forms of bullying

### Online Bullying or Cyber Bullying

Online bullying refers to the use of digital devices, particularly mobile phones, the internet and social media to deliberately to upset someone else.

Online bullying can take different forms, most often using social media sites:

- threats and intimidation
- harassment or online stalking
- vilification/defamation
- exclusion or peer rejection
- impersonation
- unauthorised publication or promotion of private information or images
- manipulation

Online bullying can differ from other forms of bullying. It can lead to the invasion of home and personal space and the audience of such bullying can be particularly widespread. There is also the difficulty in controlling electronically circulated messages and often the person doing the bullying can remain anonymous.

## Racist Bullying

Racist bullying can be carried out by anyone of any ethnicity, race, colour or religion. The hallmark of racist bullying in schools is that children and young people or adults are attacked as representatives of a group or community, not as individuals.

A racist incident is any incident is perceived to be racist by the victim or any other person. Racism is something somebody does or says that offends someone else in connection with their colour, background, culture or religion.

## Homophobic and Transphobic Bullying

Homophobic or Transphobic bullying is any bullying behaviour, whether physical or non-physical, that is based on a person's sexuality or gender identity. Homophobic and transphobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transgender people (LGBT).

Those who can experience homophobic bullying are:

- young people who are lesbian, gay or bisexual or are thought to be lesbian, gay or bisexual (LGB)
- young people who have gay friends or family
- young people who are transgender (who feel that their assigned gender and sex at birth conflicts with their true identity)
- young people who are different in some way – they don't act like other girls or boys

## Sexual Bullying

Sexual bullying is any bullying behaviour, whether physical or non-physical, that is based on a person's sex or gender. This may be termed as sexual harassment, sexual violence or peer on peer abuse.

Sexual bullying can refer to:

- using sexual words to put someone down (like calling someone a 'slut')
- making threats or jokes about serious and frightening subjects like rape
- gossiping or spreading rumours about someone's sex life
- touching someone in a way that makes them feel uncomfortable
- touching parts of someone's body that they don't want to be touched
- forcing someone to act in a sexual way

## Challenging Bullying

Bullying can be a significant concern for students that, if not sufficiently challenged, can have a negative impact on an individual's educational achievement, attendance at school, happiness, mental health, personal and social development and emotional health and wellbeing. Failure to challenge bullying effectively may also lead other students to feel less safe and threaten the safeguarding culture of the school.

We work to effectively challenge and combat bullying by:

- enabling students to feel safe in school

- creating a positive environment where all students are supported no matter what their differences
- providing students with opportunities to speak to other adults or students in school about their fears and concerns
- challenging inappropriate language
- educating students about how to treat other
- creating opportunities for students to take responsibility for themselves and for others
- enabling all students and groups of students to achieve
- raising students' self-esteem and confidence

## **Safe School Environment**

We ensure that Khalsa Secondary Academy is a safe school environment for all students and staff to work in. The design of the school is open and transparent with constant remote supervision. Further monitoring is provided by the comprehensive CCTV that is in place to prevent as well as monitor incidents. All school gates are locked throughout the school day and access to school premises is only possible through the staffed Reception area. Duty points around school are monitored by staff during break and lunch times. Safeguarding information is displayed in a variety of public areas. Students know where they can contact a member of staff in case of any problems they may have during these times.

## **Understanding and talking about bullying**

We look to maintain anti-bullying as a high-profile issue within school in order to enable both students and staff to discuss the matter in an open, mature and responsible manner. The school has a comprehensive Safeguarding and PSHCE programme that routinely addresses bullying issues and raises awareness of all types of bullying. Specific lessons focus on areas of bullying, such as online bullying, racism, homophobia, transgender issues and sexual harassment in order for students to understand consequences of bullying and know where they can find support around this issue.

Wider Equality issues are strongly promoted through the same route. The variety of cultural and religious events that are celebrated at Khalsa Secondary Academy all contribute to the celebration of diversity, equality, cohesion and inclusion at the school. The Inclusion Team also work closely with students in order to educate them around the effects of bullying with the aim of challenging and changing negative behaviours.

Each year, we promote Anti-Bullying Week to highlight the detrimental effects of bullying. Students participate in a range of activities; designing and producing badges and posters, lunchtime activities, Drama performances and anti-bullying assemblies. We also routinely take small groups of students to workshops organised around the issue of bullying with a focus on the opinions of children and young people and what they feel can be done to address this. Anti-bullying information is shared with students via the digital display boards in school and the Safeguarding section of the section.



## Reporting, recording and monitoring incidents of bullying

Students are encouraged to report any incidents of bullying and have several avenues in which to do so. They can go to their Head of Year, the Student Welfare Manager or any member of the Safeguarding Team. They can also disclose to any staff member of their choice who will inform one of the above members of staff. Students could also report bullying using TOOTOOT, to a peer mentor or buddy who can either accompany the student to report it to an adult or who will pass the information on themselves. Bullying incidents are reported to Trustees and LAB members' as part of the termly Behaviour and Attendance Report.

## Responses to incidents of bullying

There are a number of routes the school can take to support the victims of bullying. These are looked at on an individual basis dependent on the severity of the bullying, the length of time the bullying continued for, the type of bullying experienced and in what form it took place. The school will take into account the wishes of the student and will give them ownership over the type of response they receive. Parents/carers will also be informed about the response the school has provided to such incidents.

In regards to 'low-level' bullying the best response is often to get the students involved in the incidents together to discuss issues and a way forward. This can usually resolve an issue quickly and calmly.

Students can be referred to a Social Skills Group which aims to increase self-esteem and self-awareness within a safe environment. The small numbers of participants in these groups ensures that students feel comfortable enough to share their own experiences and get the individual support that they need. A variety of body image workshops are also offered to support those who have experienced appearance bullying or who have low self-esteem.

Students can also be referred to the Student Welfare Manager, which can focus on their feelings around the bullying and any issues they may have. If a student feels uncomfortable about talking to anybody at school, referrals can be made to outside agencies who offer the same service. The school offers a range of extra-curricular activities both at lunch time and after school, that provide the opportunity to make new friends and boost their self-esteem.

Students can also approach several different members of staff about bullying or bullying-related issues for one-to-one support; the SENCO, Student Welfare Manager or Heads of Year. The school also values communication with parents/carers in order to achieve a successful outcome when dealing with bullying issues.

## Working with bullies

We have a responsibility for all students including students who bully as well as those who are bullied. Students who bully may have been the victim of bullying or other abuse and the implications of this may need investigating. They may also need intervention to change their behaviour. Bullies will be dealt with on an individual basis. Their parents/carers will be contacted to inform them of the situation and to discuss the implications of their actions.

Dependent on the situation, a student who has been found to be bullying others may be given detentions, isolation from lessons, isolation from break and lunch times, fixed term or

KSA: Peer on Peer Abuse Policy

permanent exclusions. However, alongside these sanctions a student who has been bullying others may also be referred to a Social Skills or Conflict Resolution Group to address and hopefully alter their behaviour. It may be necessary for them to receive individual counselling or even be referred to one of our partner agencies, such as Base 25, the Educational Psychology Service or the police, for extra intervention and support.

### **Related policies and issues**

- Safeguarding & Child Protection Policy
- E Safety Policy
- Behaviour Policy
- Relationships and Sex Education
- Special Educational Needs and Disabilities
- Peer On Peer Policy (Including Sexual Violence & Sexual Harassment)