CONSILIUM EVOLVE

Anti-Bullying/Peer on Peer Abuse Policy

Date of Approval:	Sep 2024
Approved by:	LAB Board
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Consilium Evolve

Enriching Lives, Inspiring Ambitions

Introduction

Evolve Academy is committed to providing students with a caring and safe environment within which individuality can flourish, allowing them, without hindrance, to live their lives to the full in as many spheres as possible. Everyone has the right to be treated with kindness and respect and to be properly supported if they are not. Peer on peer abuse of any kind is deemed unacceptable and will always be taken seriously and acted upon. We maintain a robust and thorough Communication Policy

Aims

The aims of the policy are to:

- ensure a safe environment for all students at Evolve Academy;
- emphasise the fundamental importance of establishing and maintaining a positive, caring ethos within the Academy;
- establish an atmosphere where peer on peer abuse is regarded as unacceptable;
- to raise general awareness so that the whole school can play its part in recognising peer on peer abuse and to act when it occurs by preventing or responding appropriately to it.

Objectives

The objectives of the policy are to:

- ensure that all students, parents/carers, staff, and Governors can recognise what peer on peer abuse is, know what the policy is on peer on peer abuse and what to do if it occurs;
- conduct staff training to maintain the high profile of the peer on peer abuse policy and to introduce new initiatives;
- build understanding and discussion of anti-peer on peer abuse and related topics into the PSHE curriculum;
- confirm frequently that students will always be supported if peer on peer abuse is reported;
- ensure that whenever someone knows that peer on peer abuse is happening, someone is told about it or something is done;
- work with other professional agencies when necessary to keep children safe.

Legislation

This policy has been written in accordance with the following legislation and statutory guidance:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- The Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- The Public Order Act 1986
- The Human Rights Act 1998
- Keeping Children Safe in Education
- Working Together to Safeguard Children

Links with other policies

This policy should be read alongside the following Trust and Academy policies:

- Acceptable Use Policy
- E-safety Policy
- Behaviour Policy
- Complaints Procedure
- Safeguarding Policy

Responsibilities

The Headteacher will ensure that:

- SLT and all staff are involved in the determining of the strategies and procedures for dealing with incidents of peer on peer abuse;
- the policy is communicated to all staff, students and parents/carers;
- appropriate training is made available to all staff;
- when breaches of the policy are identified disciplinary measures are applied fairly, consistently and reasonably.

The Deputy Headteacher will:

- be responsible for the day-to-day management of the policy and systems;
- ensure that the Headteacher is informed of all incidents;
- ensure that there are positive strategies and procedures in place to support students that are bullied and those who have bullied;
- determine the involvement of parents/carers in the solution of individual incidents.

All staff will:

- ensure that the Trust and Academy policies are implemented fairly and consistently across the Academy;
- be aware of the procedures for dealing with reported incidents;
- undertake training as directed by the Headteacher.

Parents/Carers who are concerned that their child is being bullied at the Academy should:

- talk to their child about what is happening;
- be calm and show sensitivity;
- reassure your child that the Academy will act on the information;
- agree the next step with your child;
- speak to your child's Learning Manager who will ensure that an investigation is undertaken;
- maintain contact with the Learning Manager until the matter is resolved.

Students should:

- talk to their crew lead or a member of staff they feel particularly comfortable with, if they believe they are being subject to any form of peer on peer abuse;
- speak with parents/carers to let them know what is happening;
- accept help and support that is offered by the Academy;
- speak with a school leader or any teacher should they witness any form of peer on peer abuse in the Academy.

Definitions

Peer on peer abuse is "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Peer on peer abuse", July 2017).

Peer on peer abuse can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyber-bullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Peer on peer abuse can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

Types of peer on peer abuse

Cyber bullying: a relatively recent phenomenon. Through e-mail, instant messaging, internet chat rooms and electronic gadgets such as camera cell phones, cyber bullies forward and spread hurtful messages and/or images. Peers can use this technology to harass victims at all hours.

Emotional peer on peer abuse: this can be subtler and can involve isolating or excluding a child from activities. For example, shunning the victim at lunchtime or on a school outing.

Physical abuse: this form abuse can accompany verbal abuse and involves such things as kicking, hitting, biting, pinching, hair pulling, or the threat of physical peer on peer abuse.

Racist abuse: this form of abuse involves racial jokes, racial name-calling, offensive gestures or inappropriate comments.

Sexual abuse: this involves unwanted physical contact or sexually abusive comments. This includes homophobic abuse. This is abusive behaviour that has a specific sexual dimension or a sexual dynamic, and it may be physical, verbal or non-verbal/psychological. It is also underpinned by sexual attitudes or gender stereotypes. This form of peer on peer abuse can be seen as sexual harassment in schools. Behaviours may involve sexual comments or innuendo, including offensive comments about sexual reputation; or using language that is designed to subordinate, humiliate or intimidate.

Sexist abuse: this is abuse based on sexual attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. These attitudes are commonly based around the assumption that women are subordinate to men, or inferior. Sexist abuse may sometimes be characterised by inappropriate sexual behaviours.

Transphobic abuse: this peer on peer abuse stems from a hatred or fear of people who are transgender, which is an umbrella term that describes people whose sense of their own gender identity is seen as different to typical gender norms. Transgender people feel that their biological body is not aligned with their inner sense of gender identity. Transphobic peer on peer abuse is commonly underpinned by sexist attitudes. Boys and girls may be equally affected.

Verbal abuse: this usually involves name-calling, incessant mocking, and laughing at someone else's expense.

Identifying peer on peer abuse

The behaviour of children, young people and adults is not easily understood. Changes in behaviour may have many causes. Being bullied can be one reason why behaviour changes and there is a need to be alert to the possibility that this may be the case. Students who are being bullied may:

- become withdrawn, clingy, moody, aggressive and uncooperative;
- behave in immature ways;
- have sleep or appetite problems;
- have difficulty concentrating;
- show variation in academic performance;
- have cuts, bruises, aches, and pains without adequate explanation;
- request extra money or start stealing;
- have clothes or possessions that are frequently lost or damaged;
- complain of illness more frequently;
- show a marked change in a well-established pattern or behaviour e.g. sudden loss of interest in activities.

changing times of coming and going from home, reluctance to leave home, a request to change school, a refusal to return to a place or activity, experimenting with drugs or alcohol.

Responding to types of peer on peer abuse

The following steps may be taken when dealing with all incidents of peer on peer abuse reported to the Academy:

- if peer on peer abuse is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern;.
- the Academy will provide appropriate support for the victim – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate;
- a member of the pastoral team will interview all parties involved;
- the designated safeguarding lead will be informed of all peer on peer abuse issues where there are safeguarding concerns;
- the Academy will inform other staff members, and parents/carers, where appropriate;
- sanctions (as identified within the Behaviour Policy) and support for individuals will be implemented as appropriate;
- if necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm);
- where the peer on peer abuse takes place off school site or outside of normal school hours (including cyber abuse), the Academy will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in the Academy in accordance with the Academy's Behaviour Policy;
- a clear and precise account of the incident will be recorded using CPOMS safeguarding recording system. This will include recording appropriate details regarding decisions and action taken.

Cyber abuse

When responding to cyber abuse concerns, the Academy will:

- act as soon as an incident has been reported or identified;
- provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the peer on peer abuse to ensure that it does not happen again;
- encourage the person being bullied to keep any evidence (screenshots) of the peer on peer abuse activity to assist any investigation;
- take all available steps where possible to identify the person responsible.
- This may include:
- looking at use of the Academy systems;
- identifying and interviewing possible witnesses;
- contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.
- This may include:
- support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content;
- confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the Academy's Behaviour Policy;
- requesting the deletion of locally held content and content posted online if they contravene Academy policies;
- ensure that sanctions are applied to the person responsible for the cyberpeer on peer abuse; the Academy will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need;
- inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online.
- This may include:
- advising those targeted not to retaliate or reply;
- providing advice on blocking or removing people from contact lists;

helping those involved to think carefully about what private information they may have in the public domain.

Supporting students

The Academy will support students who have been subject to peer on peer abuse by:

- reassuring the pupil and providing continuous support;
- offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice;
- being advised to keep a record of the peer on peer abuse as evidence and discuss how respond to concerns and build resilience as appropriate;
- working towards restoring self-esteem and confidence;
- providing ongoing support; this may include working and speaking with staff, offering formal counselling, engaging with parents and carers;
- where necessary, working with the wider school community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS)
- offering access to therapeutic interventions and counselling within school from trained and qualified therapeutic staff

Students who have perpetrated the peer on peer abuse will be helped by:

- discussing what happened, establishing the concern and the need to change;
- informing parents/carers to help change the attitude and behaviour of the child;
- providing appropriate education and support regarding their behaviour or actions;
- if online, requesting that content be removed and reporting accounts/content to service provider;
- sanctioning, in line with the Academy's behaviour policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyber abuse concerns), and fixed-term or permanent exclusions;
- where necessary, working with the wider school community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

To prevent peer on peer abuse

The Academy will:

- create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all;
- recognise that peer on peer abuse can be perpetrated or experienced by any member of the Academy, including adults and children (peer on peer abuse);
- openly discuss differences between people that could motivate peer on peer abuse, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities;
- challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others;
- be encouraged to use technology, especially mobile phones and social media positively and responsibly;
- work with staff, the wider school community and outside agencies to prevent and tackle concerns including all forms of peer on peer abuse;
- actively create "safe spaces" for vulnerable children and young people;
- celebrate success and achievements to promote and build a positive school ethos.

Education and training

The Academy will:

- train all staff using face to face sessions and online training, including: teaching staff, support staff (e.g. administration staff and pastoral staff, to identify all forms of peer on peer abuse and take appropriate action as listed in this policy

- consider a range of opportunities and approaches for addressing peer on peer abuse throughout the curriculum and other activities, such as: through displays, community days, peer support, the student council, therapeutic intervention and counselling.
- provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem. This will be done inside individual crews (tutor groups) where topic plans are consistently framed around personal development and our school values of excellence, character, community and communication.
- provide further focussed and structured opportunities for developing students' social and emotional skills as well is building resilience and self-esteem will be provided by weekly participation in communal and group activities at Adventure Sunderland with engagement in outdoor activities and team building exercises.

Appendix 1

Useful links and supporting organisations
Anti-Peer on peer abuse Alliance: www.anti-peer on peer abusealliance.org.uk
Childline: www.childline.org.uk
Family Lives: www.familylives.org.uk
Kidscape: www.kidscape.org.uk
MindEd: www.minded.org.uk
NSPCC: www.nspcc.org.uk
The BIG Award: www.peer on peer abuseinterventiongroup.co.uk/index.php
PSHE Association: www.pshe-association.org.uk
Restorative Justice Council: www.restorativejustice.org.uk
The Diana Award: www.diana-award.org.uk
Victim Support: www.victimsupport.org.uk
Young Minds: www.youngminds.org.uk
Young Carers: www.youngcarers.net

SEND
Changing Faces: www.changingfaces.org.uk
Mencap: www.mencap.org.uk
Anti-Peer on peer abuse Alliance Cyberpeer on peer abuse and children and young people with SEN and disabilities: •
www.cafamily.org.uk/media/750755/cyberpeer on peer abuse_and_send_-_module_final.pdf
DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberpeer on peer abuse
ChildNet International: www.childnet.com
Internet Watch Foundation: www.iwf.org.uk
Think U Know: www.thinkuknow.co.uk
UK Safer Internet Centre: www.saferinternet.org.uk
The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-councilforchild- internetsafety-ukccis

Race, religion and nationality
Anne Frank Trust: www.annefrank.org.uk
Kick it Out: www.kickitout.org
Report it: www.report-it.org.uk
Stop Hate: www.stophateuk.org
Tell Mama:www.tellmamauk.org
Educate against Hate: www.educateagainsthate.com/
Show Racism the Red Card: www.srtrc.org/educational

LGBTQIA+
Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
Metro Charity: www.metrocentreonline.org
EACH: www.eachaction.org.uk
Proud Trust: www.theproudtrust.org
Schools Out: www.schools-out.org.uk
Stonewall: www.stonewall.org.uk

Sexual harassment and sexual peer on peer abuse

Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk

A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition- SchoolsGuide.pdf

Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters

Anti-peer on peer abuse Alliance: advice for school staff and professionals about developing effective anti-peer on peer abuse practice in relation to sexual peer on peer abuse: www.anti-peer on peer abusealliance.org.uk/tools-information/allaboutpeer on peer abuse/sexual-andgender-related

'Preventing and Tackling Peer on peer abuse' (July 2017) www.gov.uk/government/publications/preventing-and- tackling-peer on peer abuse