

Agenda

Spotlight review - Peer on Peer Abuse in Schools

Date: **Monday 16 December 2019**

Time: **10.00 am**

Place: **The Shire Hall, St. Peter's Square, Hereford, HR1 2HX**

Notes: Please note the time, date and venue of the meeting.

For any further information please contact:

**The Council Chamber - The Shire Hall, St. Peter's Square,
Hereford, HR1 2HX**

Tel: 01432 383690

Email: matthew.evans@herefordshire.gov.uk

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Agenda for the meeting of the Spotlight review - Peer on Peer Abuse in Schools

Membership

Chairperson

Councillor Carole Gandy

Councillor Paul Andrews

Councillor Christy Bolderson

Councillor Kath Hey

Councillor Phillip Howells

Councillor Peter Jinman

Councillor Mike Jones

Councillor Jeremy Milln

Councillor Diana Toynbee

Co-optees

Pat Burbidge

Andy James

Nicola Kinson

Education Representative - Archdiocese of Cardiff

Parent Governor Representative – SEND Sector

Parent Governor Representative – Primary Sector

Agenda

	Pages
1. WELCOME AND INTRODUCTIONS	
The Chairperson will open the spotlight review and make opening remarks.	
2. APOLOGIES FOR ABSENCE	
To receive apologies for absence.	
3. DECLARATIONS OF INTEREST	
To receive declarations of interest in respect of schedule 1, schedule 2 or other interests from members of the spotlight review in respect of items on the agenda.	
4. PEER ON PEER ABUSE IN SCHOOLS SPOTLIGHT REVIEW	7 - 64
The attached report provides the background to the spotlight review and includes, as appendices: the scoping document; and programme for the review. The presentations from Herefordshire Council, Public Health and the West Mercia Rape & Sexual Abuse Support Centre are also attached as appendices.	

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Meeting:	Spotlight Review – Peer on peer abuse in schools
Meeting date:	Monday, 16 December 2019
Title of report:	Spotlight Review – Peer on peer abuse in schools – background and programme
Report by:	Statutory Scrutiny Officer

Classification

Open

Decision type

This is not an executive decision

Wards affected

(All Wards);

Purpose and summary

To provide background to the spotlight review and a programme containing details of the order of business and the presentations to be delivered on the day.

Recommendation(s)

That:

- (a) That the spotlight review is undertaken in accordance with the programme contained in appendix 2.

Alternative options

1. This report sets out the background to the spotlight review and the programme for the day. An alternative option would consist of not undertaking a spotlight review on the topic but this has been selected by the children and young people scrutiny committee as a priority. The spotlight review could have been undertaken in private session but it was

agreed that due to the public concern regarding peer on peer abuse the session should be held in public.

Key considerations

2. At its meeting on 15 July 2019 the children and young people scrutiny committee requested the convening of a spotlight review concerning peer on peer abuse in schools as part of the setting of its work programme priorities. The committee agreed to undertake this review due to reports of increasing levels of peer on peer abuse and public concern at schools in Herefordshire. At the following meeting on 16 September a scoping document for the spotlight review was presented. The committee proposed some amendments with final agreement given to the scoping document (attached at appendix 1) at its meeting on the 25 November.
3. A number of partners and local agencies were invited to participate in the spotlight review and the following bodies and organisations will be represented: Herefordshire Council; Public Health; West Mercia Police; Primary and Secondary schools in Herefordshire; West Mercia Rape & Sexual Abuse Support Centre (WMRSASC); The Children's Society; and Herefordshire Clinical Commissioning Group. A full list of organisations and attendees is attached in appendix 2.
4. The presentations that will be provided are as follows (slides for the presentations are contained in the appendices listed below):
 - Herefordshire Council presentation – appendix 3
 - Public Health presentation – appendix 4
 - WMRSASC – appendix 5
5. In accordance with the scoping document in appendix 1, the spotlight review will seek to make recommendations to the children and young people scrutiny committee with regard to: an understanding of the current statistics and data around peer on peer abuse in schools; assurance that the advice schools are receiving and providing is compliant with statutory guidance; and assurance that the council is working with schools and local agencies to support the introduction clear and unambiguous policies to address peer on peer abuse.

Community impact

6. In accordance with the adopted code of corporate governance, Herefordshire Council must ensure that those making decisions and delivering services are accountable for them. To support effective accountability the council is committed to a scrutiny function which undertakes task and finish groups on topics of interest and concern locally. The spotlight review on peer on peer abuse seeks to conduct scrutiny on an issue of topical interest and local public concern.

Equality duty

7. Under section 149 of the Equality Act 2010, the 'general duty' on public authorities is set out as follows:

A public authority must, in the exercise of its functions, have due regard to the need to -

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
 - (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
 - (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
8. The public sector equality duty (specific duty) requires the council to consider how it can positively contribute to the advancement of equality and good relations and demonstrate that 'due regard' is paid during decision making concerning the design of policies and the delivery of services. The spotlight review seeks to consider policies in place at schools to address peer on peer abuse as part of the council's responsibility to have due regard to eliminate discrimination, harassment, victimisation and any other conduct prohibited by or under the Equality Act. It is recognised that this is an Equality issue as although not exclusively a female issue girls are disproportionately affected by this form of abuse.

Resource implications

9. The hosting of the spotlight review will be met by existing budgets for the operation of the scrutiny function at Herefordshire Council.

Legal implications

10. The rules concerning the convening and operation of tasks and finish groups are contained in Part 4 Section 5 – Scrutiny rules of the Herefordshire Council constitution. In summary, a selection of the relevant rules are as follows:
- A scrutiny committee may appoint a task and finish group for any scrutiny activity within the committee's agreed work programme. A committee may determine to undertake a task and finish activity itself as a spotlight review where such an activity may be undertaken in a single session; the procedure rules relating to task and finish groups will apply in these circumstances.
 - The relevant scrutiny committee will approve the scope of the activity to be undertaken, the membership, chairperson, timeframe, desired outcomes and what will not be included in the work. It will be a matter for the task and finish group to determine lines of questioning, witnesses (from the council or wider community) and evidence requirements.
 - As working groups of the committee, the task and finish groups will not be making decisions, and have the discretion to meet either in public or in private. If a task and finish group chooses to meet formally in public it may exclude the press and public including other members in attendance from any such meeting in accordance with the access to information rules (Part 4 section 2).
 - Task and finish groups will report their findings/outcomes/recommendations to the relevant scrutiny committee who will decide if the findings/outcomes/recommendations should be reported to the cabinet or elsewhere.

Risk management

- 11.

Risk/opportunity	Mitigation
There is a reputational risk to the council if the spotlight review does not produce recommendations.	The scoping document for the spotlight review and programme provides a structure and process to facilitate the production of recommendations.

Consultees

12. None

Appendices

Appendix 1 – Peer on peer abuse in schools spotlight review - scoping document

Appendix 2 – Peer on peer abuse in schools spotlight review – programme

Appendix 3 – Peer on peer abuse in schools spotlight review – Hereford Council presentation

Appendix 4 – Peer on peer abuse in schools spotlight review – Public Health presentation

Appendix 5 – Peer on peer abuse in schools spotlight review – WMRSASC presentation

Background papers

None

Children and Young People Scrutiny Committee

Peer on Peer Abuse in schools Spotlight Review – Scoping Document

Title of review	Peer on Peer Abuse in schools Spotlight Review
Scope	
Reason for review	<p>The work programme of the children and young people scrutiny committee has identified the issue of peer on peer abuse to be considered at a spotlight review. Department for Education statutory advice¹ defines peer on peer abuse as consisting of (but not limited to):</p> <ul style="list-style-type: none"> • Bullying (including cyberbullying); • Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; • Sexual violence and sexual harassment; • Sexting (also known as youth produced sexual imagery); and • Initiation/hazing type violence and rituals. <p>There is a concern regarding reports of increasing levels of peer on peer abuse and this spotlight review will consider available data regarding the incidence of peer on peer abuse in all Herefordshire schools including primary, secondary and post-16 settings. The review will also assess the incorporation of peer on peer abuse into child protection policies.</p>
Links to the corporate plan	<p>The review contributes to the following objectives contained in the Herefordshire corporate plan and other key plans and strategies:</p> <ul style="list-style-type: none"> • Keep children and young people safe and give them a great start in life; and • Secure better services, quality of life and value for money.
Summary of the review and terms of reference	<p>Summary:</p> <p>The review will receive data on the incidence of peer on peer abuse in Herefordshire schools. It will learn of statutory guidance relating to peer on peer abuse and child protection policies in schools. It will consider policies in place at schools to address peer on peer abuse and assess their effectiveness. It will look at the role of the Council, the Police and voluntary/charitable organisations to assist schools, pupils and their parents.</p> <p>The review will ensure that a focus is retained on the experience of children and young people; to understand how work undertaken by stakeholders supports them, educates them, prevents incidents from occurring and seeks to change behaviour if it has occurred.</p> <p>Terms of Reference:</p> <p>The spotlight review will:</p>

¹ [Statutory Guidance for Schools and Colleges, September 2018](#)

	<ul style="list-style-type: none"> • Receive a definition of and understand the nature of peer on peer abuse and consider latest statistics concerning its incidence in Herefordshire schools; • Develop an understanding of recent statutory guidance and the requirement for schools to ensure that child protection policies include procedures to address peer on peer abuse. • Examine selected child protection policies in place at Herefordshire schools to ensure that they take account of statutory guidance and contain procedures to hear the voice of the child. • Receive evidence from teachers and school professionals on the challenge posed by peer on peer abuse and the introduction of policies designed to meet the challenge. • Engage teachers and school professionals to assess the success/effectiveness of policies to address peer on peer abuse in Herefordshire schools. • Develop an understanding of the role of the Council to: provide advice to schools on the production of peer on peer abuse policies; undertake preventative work; and raise awareness. • Engage with West Mercia Police to understand how incidents of peer on peer abuse are dealt with and how the Force works with schools. • Understand how other agencies such as therapy services and voluntary/charitable services assist schools, children and their parents. Witnesses for these sectors will be asked to present the voice of the child. • To look at examples of best practice from other local authority areas and possible implementation in Herefordshire. <p>Membership:</p> <ul style="list-style-type: none"> - All members of the children and young people scrutiny committee - Councillor Peter Jinman - Councillor Jeremy Milln - Councillor Christy Bolderson
What will NOT be included	<ul style="list-style-type: none"> • The examination of any individual cases concerning peer on peer abuse.
Potential outcomes	<ul style="list-style-type: none"> • An understanding of the current statistics and data in respect of peer on peer abuse; • Assurance that the advice schools are receiving is compliant with statutory guidance; and • Assurance that the Council is working with schools and local agencies to support the introduction of effective policies to address peer on peer abuse.
Key Questions	<p>To consider:</p> <ul style="list-style-type: none"> • What is peer on peer abuse and what are the different forms; • What are the latest statistics for the incidence of peer on peer abuse in Herefordshire schools;

	<ul style="list-style-type: none"> • What statutory guidance exists regarding the incorporation of peer on peer abuse in schools' child protection policies; • What work does the Council undertake with Herefordshire schools to introduce peer on peer abuse policies; • What preventative work is being undertaken to address peer on peer abuse; • Are those policies that have been introduced in schools effective in addressing peer on peer abuse; • Where a case of peer on peer abuse cannot be resolved at school how is it escalated or what is the course of action followed; • How the police deal with incidents of peer on peer abuse and how they work with local schools; • How other agencies including therapy and voluntary/charitable services assist schools, pupils and their parents?
Cabinet Member(s)	<p>Cabinet member children and families</p> <p>Cabinet member housing, regulatory services and community safety</p>
Key stakeholders / Consultees	<p>Internal – Education (Children's and Families)</p> <p>External – Schools in Herefordshire</p> <ul style="list-style-type: none"> – Herefordshire pupils and parents of children at schools in Herefordshire – through governing bodies – West Mercia Police – Therapy services
Potential witnesses	<ul style="list-style-type: none"> • Council officers in Education department at Herefordshire Council. • Teachers and governing body representatives from schools in Herefordshire. • Therapy services • Voluntary/Charitable organisations • CLD Trust – strong young minds • Action for Change – c/o bhbs <p><u>Voice of the Child</u> – as part of the review: charities in attendance; the WMRSASC; student initiated work will be invited and asked to represent the voice of the child.</p>
Research Required	<ul style="list-style-type: none"> • Trends and statistics relating to peer on peer abuse in Herefordshire; • Statutory guidance – child protection policies in schools; and • Peer on peer abuse policies for schools.
Potential Visits	
Publicity Requirements	Following the conclusion of the spotlight review, report back to the children and young people scrutiny committee.

Outline Timetable:	
Activity	Timescale

Confirm approach, Terms of Reference, programme of consultation/research/provisional witnesses/meeting dates	Committee meeting – 16 September 2019
Spotlight Review	Autumn 2019
Present final report to Children and Young People Scrutiny Committee	25 November 2019 or 20 January 2020

Spotlight review members – All Members of children and young people scrutiny committee	
Chair	Councillor Diana Toynbee
Support Members	
Co-optees	Education co-optees on children and young people scrutiny committee
Support Officers	J Coleman M Evans

Children and Young People Scrutiny Committee – Peer on Peer Abuse in Schools Spotlight Review - 16 December 2019, 10.00 a.m. – 4.00 p.m. The Shirehall, St Peter’s Square, Hereford HR1 2HX

Objectives:

- To receive data on the incidence of peer on peer abuse in Herefordshire schools;
- To learn of statutory guidance relating to peer on peer abuse and child protection policies in schools;
- To consider policies in place at schools to address peer on peer abuse and assess their effectiveness;
- To look at the role of the Council, the Police and voluntary/charitable organisations to assist schools, pupils and their parents
- To consider potential future initiatives and projects; and
- To inform a report to the children’s scrutiny committee with potential recommendations relating to peer on peer abuse in schools.

Invitees:

The following organisations are invited to present evidence and act as witnesses with respect to peer on peer abuse in schools:

Organisation	Invitee
Children and Families, Safeguarding and Education, Herefordshire Council	<ul style="list-style-type: none"> – Chris Baird, Director Children and Families – Liz Elgar, Assistant Director Safeguarding and Family Support Children and Families – Cath Thomas, Head of Service Safeguarding and Review – Alison Naylor, Head of Learning and Achievement
Public Health	<ul style="list-style-type: none"> – Karen Wright, Director of Public Health – Lindsay MacHardy, Public Health Specialist
West Mercia Police	<ul style="list-style-type: none"> – DCI Jon Roberts, Herefordshire Local Policing Area
Secondary and Primary Schools	<ul style="list-style-type: none"> – Sian Alderton, Aylestone School – Julie Rees, Ledbury Primary School – Diana Pearce, St Francis Xavier RC Primary School – Trixie Clarke/Serena Croad, John Kyrle High School – Martin Henton/Pete Gibbins, Bishop of Hereford Bluecoat School
West Mercia Rape and Sexual Abuse Support Centre	<ul style="list-style-type: none"> – Jocelyn Anderson, CEO, WMRSASC – Anna Coombs
The Children’s Society	<ul style="list-style-type: none"> – Lucy Belcher, Service Manager – North, Prevention Programme, The Children’s Society
Herefordshire Clinical Commissioning Group	<ul style="list-style-type: none"> – Rebecca Haywood-Tibbetts, Named Professional for Safeguarding

Order of business:

1) Welcome and introductions

To note the scoping document for the spotlight review.

2) Presentation from Herefordshire Council)

Presentation slides attached

To include:

- To consider the success/effectiveness of policies to address peer on peer abuse in relation to a previous case; the application of policy is outlined in the attached commissioned report
- Definition of peer on peer abuse
- How peer on peer abuse is dealt with in schools
- Latest statics of incidence of peer on peer abuse in Herefordshire schools
- How the council works with schools (maintained and non-maintained) in producing and monitoring child protection policies and training
- How current safeguarding initiatives address peer on peer abuse in schools
- Joint working with partner agencies, schools and charitable/voluntary organisations
- Reflecting on and improving processes
- Separating victims and offenders – policies and procedures
- **Public Health** presentation to include: harmful sexual behaviours task and finish group

Questions

3) Presentation from Schools

To include:

- Step-by-step process; how schools deal with peer on peer abuse allegations and cases
- Experience of peer on peer abuse and an assessment of the challenge posed by peer on peer abuse to local schools.
- How child protection policies take account of statutory guidance and contain procedures to ensure that the child's wishes and feelings are taken into account.
- How child protection policies make provision for how allegations of peer on peer abuse will be investigated and dealt with.
- How schools work with the Police to escalate cases of peer on peer abuse.
- Preventative and pupil initiatives to address peer on peer abuse in schools.

Questions

4) Presentation from West Mercia Rape and Sexual Abuse Support Centre (WMRSASC)

Presentation slides attached

To include:

- Anonymised data and statistics (including contacts/referrals) held on peer on peer abuse in Herefordshire schools and regional/national comparisons.
- Projects in progress to prevent peer on peer abuse in schools and support victims and families.
- To present the Voice of the Child or anonymised testimony of young peoples' experience of: peer on peer abuse in schools; child protection policies and procedures; and contact with local agencies and support services.
- Work undertaken with local agencies (including Police and council) and schools.

Questions

5) General Discussion and Recommendations

To include:

- Identification of gaps and opportunities for joint working
- Strength of statutory guidance and advice
- Performance of existing initiatives and projects
- Future projects and key performance measures
- Separating victims and offenders – policies and procedures
- An understanding of the current statistics and data in respect of peer on peer abuse
- Assurance that the advice schools are receiving is compliant with statutory guidance
- Assurance that the Council is working with schools and local agencies to support the introduction of effective policies to address peer on peer abuse.

To propose recommendations to the children and young people scrutiny committee.

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Attached

Scoping document

Presentation slides – Herefordshire Council, Public Health and WMRSASC

Spotlight Review: Peer on Peer Abuse

16th December 2019

Contextual Safeguarding Network

Quotes from peer on peer toolkit Farrer&Co

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Sometimes the people that you chill with want you to do certain things that you don't want to do, but you have to do it because you're part of that crew, you're part of it.
(participant, 13)

"Yes, I got groomed by...I don't know if it was a girl or not...I told my mum, then my mum didn't listen and she went to the police and that's it. Then my mum was like, if she ever contacted me again...started having a go at me."
(girl, year 8)

"Can you help me? People at school have been calling me "gay" and "queer" and saying I'm "a girl". Since I've started high school it's been getting worse. They write things on a social network site about me – calling me more names. I feel sick and scared of going into school. How can they know I'm gay when I don't know myself yet? Please help."
(gender and age unknown)

"I would just go home and my mum would say, 'Did you have a good day?' and I would just say 'Yes' knowing that it wasn't okay, but there was nothing I could do about it. But what would be better [is] if the teachers checked the cameras more often because it is mostly right in front of the cameras and this has happened from Year Seven and no one has discovered about it."
(boy, year 9)

"I am not in school today as I am pretending to be ill. I have been bullied every day since I started school and have been having thoughts about ending my own life. I am called fat and ugly and have been told that nobody would care if I died. I feel really sad and want them to stop. Sometimes I think the only way it would all be over is if I killed myself."
(gender unknown, 15)

He walks along with her 'whole life', in his mobile phone, ready to share it with anyone at any time.
(girl, 17)

What is peer on peer abuse?

The policy 'children who abuse others' from West Midlands Procedures defines peer on peer abuse as:

A child can be subject to, or at risk of harm by another child or children as result of physical, sexual or emotional abuse. This can be through direct or isolated incidents, or as a result of ongoing behaviour over a longer period of time, for example bullying.

The abuse can also be perpetrated through the use of technology, for example 'sexting' (youth produced sexual imagery) and 'cyber-bullying', or as a result of association with gangs.

What is peer on peer abuse?

Keeping Children safe In Education states that it is:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence such as rape, assault by penetration and sexual assault
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- Up skirting, which typically involves taking a picture under a person's clothing without them knowing
- Sexting (also known as youth produced sexual imagery)
- Initiation type events including violence and rituals.

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Peer on peer abuse data Herefordshire

- There is no national data collected on this
- Herefordshire started collecting data in November 2018
- Over the past 12 months data analysis and collection has become more thorough
- The data collected is based on MARFs (Multi Agency referral Forms) submitted to the MASH (Multi Agency Safeguarding Hub)

Peer on peer abuse data Herefordshire

63 MARFs relating to peer on peer abuse (Nov 18 – Oct 19)

From May-October 2019 (32 MARFs):

- 4 incidents related to bullying
- 13 were sexually related incidents - including verbal abuse
- 15 were for physical assault
- 4 were for verbal assault
 - *Some statistics fulfil more than one criteria, so are counted twice*
- In 18 of these incidents from May- October, the pupils were not attending the same school and
- 23 of these incidents happened out of school

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Statutory Guidance for schools

- Prior to December 2017 there was no national guidance for schools/colleges specifically on peer on peer abuse
- DFE Sexual Violence and Sexual Harassment Between Children In Schools And Colleges May 2018
- (KCSIE) Keeping Children Safe In Education (Part 5) September 2019
- Non statutory, regional guidance: West Midlands Safeguarding Procedures: Children Who Abuse Others 2.26
- All schools must have their own contextualised safeguarding/child protection policy that is publically available and this must include peer on peer abuse

What does KCSIE state should be included in a school safeguarding policy?

The safeguarding policy must cover the following:

- 'Procedures to minimise the risk of peer on peer abuse.'
- How allegations of peer on peer abuse will be investigated and dealt with.
- Reflect the different forms that peer on peer abuse can take.
- Make it clear that abuse is abuse and should never be tolerated or passed off as banter or part of growing up.
- Be clear on how the victims and perpetrators of peer on peer abuse will be supported.'

In addition in Herefordshire we recommend:

- It is good practice to add a link to the Brook traffic light tool which is useful for dealing with sexualised peer on peer abuse and the DFE guidance on sexual violence and sexual harassment

Monitoring of safeguarding policies

- Every school who is inspected by OFSTED has their policy checked as part of the pre inspection work. Safeguarding policies have not been highlighted as an issue in any inspection report since 2018/19.
- 2017-19: desktop reviews of 47 safeguarding policies, including 17 for secondary schools.
- The 'council note of visit form' that records visits into schools has a section on safeguarding. This form has recently been updated to ensure it includes information on the safeguarding policy. Since September 2019, 15 primary schools and 4 secondary schools have had a note of visit form shared with them.
- Section 175/157 Audit is completed annually

Section 175/157 audit

In 2018/19 there was:

- 98.2% response rate (including independent schools and colleges) to the audit
- The audit includes a question about the safeguarding policy and there is one question on peer on peer abuse
- 100% of responses to the peer on peer abuse and safeguarding policy question stated that policies and procedures are in place
- 7 quality assurance visits were conducted: the self-assessments were broadly in line with the evidence produced during QA visits. The school response to QA was constructive and a useful learning experience for all parties.

In 2017/18:

- 97.27% of responses to the peer on peer abuse question stated that policies and procedures were in place

What has monitoring/desk top review of safeguarding policies told us?

- All policies have a section on peer on peer abuse
- Some schools have a separate peer on peer abuse policy but the majority include it within their safeguarding policy
- The policies are good at defining what peer on peer abuse is and that it should never be tolerated
- Aspects of policies that need further refinement are linked to support for the victim and perpetrator and how the school will prevent and reduce incidences of peer on peer abuse

Summary of DFE (May 2018 and September 2019) guidance on peer on peer abuse

- It states that decisions must be made by a school/college on a case by case basis
- The wishes of the victim should be considered and immediate thought should be given on how best to support the victim and perpetrator

Summary of DFE (May 2018 and September 2019) guidance on peer on peer abuse

How to manage a report of peer on peer abuse:

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- Internally initially using the school policies and providing pastoral support
- Early Help – no statutory intervention is required but those involved may benefit from early help
- Referral to children's social care – where a child has been harmed or is at risk of harm or is in immediate danger (Level 4 threshold is met)
- Reporting to the police – this is normally done in parallel with a referral to social care. Where there is a report of rape, assault by penetration or sexual assault is made the starting point is a referral to the police

Summary of DFE (May 2018 and September 2019) guidance on peer on peer abuse

Support for victims to help ensure they can remain in their school:

- Firstly, consider the wishes of the victim
- Consider the proportionality of the response: Support should be tailored on a case by case basis.
- Support can include: Children and Young People's Independent Sexual Violence Advisors (ChISVAs),
- CAMHS (Child and Adolescent Mental Health Services)
- Rape Crisis Centres
- Internet watch Foundation
- Early Help

If despite the support given the victim remains too traumatised to remain in their school, alternative provision or a move to another school should be considered. This should only be at the request of the victim and in consultation with parents and carers

Summary of DFE (May 2018 and September 2019) guidance on peer on peer abuse

Support and sanctions for perpetrators:

- Schools have to provide the alleged perpetrator with an education, ensure they are safeguarded and implement any disciplinary sanctions
- Support should be considered on a case by case basis
- Should the perpetrator move at any point to another school, the new educational institution should be made aware of any ongoing support needed and where appropriate any potential risks to other children and staff

Summary of DFE guidance – separating the victim and perpetrator

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- In incidents of sexual violence, including whilst the facts are still being established, the alleged perpetrator should be removed from any classes that they share with the victim. Further consideration must be given on how to keep the pupils involved apart on the school premises and on transport to/from school
- When there has been a report of sexual violence an immediate written risk assessment should be completed. This document should be kept under constant review and should be completed using information from other agencies

Summary of DFE guidance - separating the victim and perpetrator

- If there is a criminal investigation into a rape, assault by penetration or sexual assault the alleged perpetrator should be removed from any classes they share with the victim and consideration given on how to keep the pupils apart on the school site as well as to and from school
- If the criminal investigation leads to a conviction for the offences listed above, it is likely that a breach of the school disciplinary policy will have occurred and suitable sanctions should be considered including permanent exclusion. If the perpetrator is to remain at the same school separate classes should continue.

Council initiatives

- Information, advice, updates and training have taken place 2017 onwards via a number of different methods:
 - Designated Safeguarding Leads Meeting (DSLs),
 - Primary Heads briefings, HASH (Secondary Heads meetings),
 - Chair of Governors briefings and
 - the educational newsletter 'spotlight on children'
 - Safeguarding Conference 13th November 2019 for DSLs and
 - Safeguarding Governors and Leadership Conference 15th November 2019 for Head Teachers and Chair of Governors
- Desk top reviews of policy
- Notes of visit include a safeguarding focus

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Council initiatives

- Section 175/157 safeguarding audits
- Quality Assurance visits to schools
- Multi agency audit of peer on peer referrals to MASH Sept 2019
- Herefordshire Safeguarding Children's Board Workshop - Sexually Harmful Behaviour July 2019
- Public Health led task and finish group established, to use NSPCC multi agency audit approach and make recommendations on any gaps
- Herefordshire peer on peer risk assessment form for schools and colleges issued Nov 2019
- Herefordshire Council Website has statement on peer on peer abuse with links to key guidance
- SRE (Sex and Relationships Education) funding of early adopter schools to help them write an outline programme of study for implementation by all schools in September 2020
- Review of cases referred to MASH Jan 2017 to Nov 2019

Reflecting on and improving processes

- Multi agency audit of MARFs
- Quality assurance visits to schools
- NSPCC audit
- Training and updates provided at DSL meetings, including the use of case studies
- CPD (continuous professional development)
- SRE – Early adopter schools working group to write outline programme of study for Herefordshire Schools
- Funding of wellbeing in schools triad (pilot project) 2019

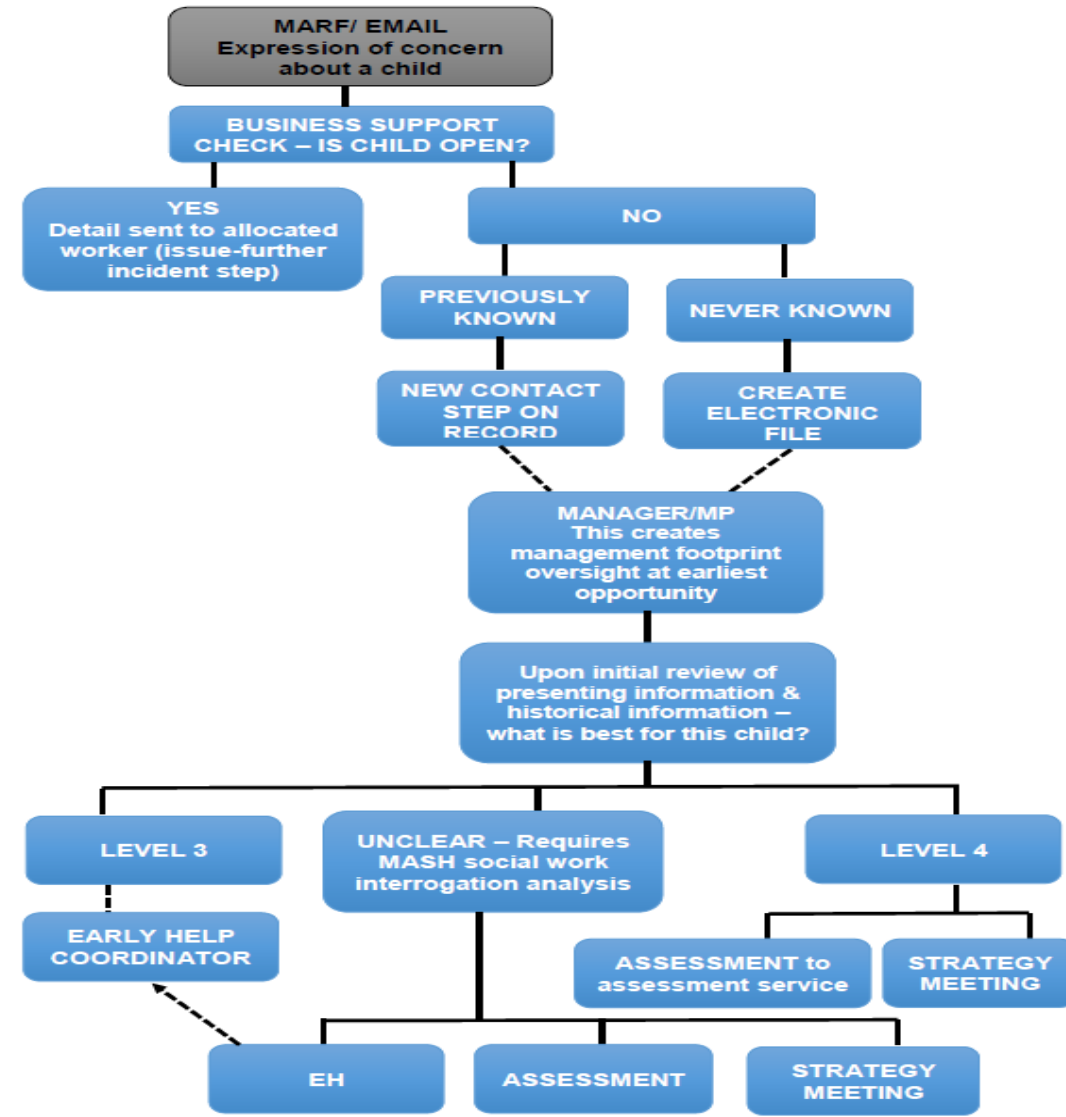
Actions taken by schools include:

- Contact and work with external agencies including the police and social care
- Arranging a managed move
- Arranging for parents to drop alleged perpetrator at school and collect from school at different times to other pupils
- Ensure a Family support worker is allocated to the family
- Put a specific programme in place to support pupils e.g. small group or 1:1 or class

Actions taken by schools include:

- The use of fixed term exclusions
- Offer support via an onsite mental health specialist or support from WMWRAC or CAHMs
- Ensure pupils are not in the same lessons
- 4 • Allocate a Teaching Assistant to an alleged perpetrator and escort the pupil to and from lessons
- Break and lunch times in a supervised designated area
- RSE/PHSE programme which may also include external speakers e.g. SELFIE project

MASH Process



Check list for social workers in MASH for peer on peer referrals

- In respect of alleged victims and perpetrators
- Contact parent(s)/carer(s)
- Consider with parents what support may best meet need. Early Help, WMRASASC, medical attention.
- Discuss the support parents are providing and their ability to keep the child/YP safe.
- 42 • Discuss safety plan and support at home for example internet safety and any exploitation concerns.
- Discuss friendship groups. Consider if any friendships groups would be of concern.
- Request consent for MASH checks if required.
- Consider history of the child/Young Person.
- MASH Education to contact school and discuss the safety plan they have in place i.e. is the alleged victim and perpetrator in the same classes, safety of travelling to school, break times and does the pupil have a safe person as a point of contact. Has the Brook Traffic Light tool been used? Do we need a CSE risk Assessment to be completed?

Next Step

- Social Worker will send the contact to the manager with a holistic view and rationale, considering the risk and protective factors, and a recommendation of how to proceed.
- Possible outcomes from contact are:-
 - Discussion with partner agencies if required. Police, Education, Health
 - 43 • No further action. Family are being supportive, safety plan in place, no safeguarding concerns and family have declined Early Help support. Other agencies i.e. Police are dealing with the situation.
 - Refer to Early Help. This could include working with the family to consider the safety planning within the home, working with the child/YP to help them understand what has happened and how to keep themselves safe. Give the child/YP opportunity to talk to someone outside the family. Support in accessing other services.
 - Assessment

Peer on Peer Abuse

Public Health

Karen Wright &

Lindsay MacHardy

Peer on Peer Abuse

- Considering the evidence, peer on peer abuse could be included as part of wider considerations of harmful sexual behaviour amongst children and young people
- ⁴⁶• Linkage/crossover needs to be considered with child exploitation and child sexual exploitation
- Anecdotal evidence indicates that societal tolerance/intolerance requires wider discussion (eg “consensual rough sex”)

Prevention and Early Intervention

- PH-led Harmful Sexual Behaviour Task Group: NSPCC county-wide audit
- Consistency in approach across all settings, including taking a 'trauma-informed' approach and developing protective factors
- Support for all settings that focus on children and young people – training, information and resources
- Provide children and young people with good quality relationships and sex education
- Provide children and young people with the knowledge and skills to manage risks they face in a digital world

Actions

- Mandated relationships & sex education (RSE) and health education in schools from Sept 2020: ensuring a consistent approach across schools (primary and secondary) to all aspects of RSE, including building resilience; healthy decision-making and consent
- ⁴⁸• Continued rollout of the Solihull Parenting Programme, available free online and/or through training for residents: understanding your child/understanding the teenage brain
- Awareness-raising, through a variety of media and resources including an refresh of the “Tell Someone” West Mercia website

Actions

- Contract monitoring of Public Health commissioned services to report on local data: public health nursing, sexual health services, substance misuse services
- Data sharing and gathering evidence/intelligence with partners
- Children & Young People health & wellbeing survey, covering physical health, mental health and wellbeing, personal safety and connections to community: to be completed by summer 2020



Peer on Peer Abuse

December 2019
Jocelyn Anderson





‘We met at school when we were in year 6 and went all the way through to the end of sixth form. We were in the same form group. Alphabetical seating you know. I had to sit next to him every day in class, every day. It kind of ruined school for me. I didn’t go to University and I don’t know for sure if I would have done anyway but I know I was doing well at school and then I hated being there’

WMRSASC client – survivor of rape by a peer



Learning Outcomes

- Review the local perspective here in Herefordshire
- Share the voice of the child and case examples
- Demonstrate and review ongoing work WMRSASC is providing in this area
- Our observations of current practice and what needs to change



Peer on Peer Abuse

- Peer on peer abuse describes any type of abuse that is perpetrated by one CYP (under 18) on another CYP (under 18). Peer on peer abuse can take place in any context and within **any type of relationship** between the two CYP affected (for example (but not limited to) families, friends, acquaintances, strangers)
 - WMRSASC Working definition (2019)

West Mercia Rape & Sexual Abuse Support Centre



School pays thousands to former pupil over handling of rape claim

Case settled out of court after girl was expected to attend classes
with accused pupil



▲ The boy was arrested at the time of the alleged rape and bailed on condition that he not make contact with the girl. Photograph: Dimitris Legakis/Athens Pictures

A secondary school has agreed to pay tens of thousands of pounds in damages and legal costs over its handling of an allegation of rape made by one of its former pupils against her then classmate, the Guardian has

<https://www.theguardian.com/society/2018/oct/24/school-pays-thousands-to-former-pupil-over-handling-of-claim>

'I was sexually assaulted in school when I was 12. Here is my story'

Writing in the aftermath of revelations about peer-on-peer sexual assault in schools in England, one student who was attacked on multiple occasions recounts her experience

By Anonymous
02 April 2019

Share this f t in



I was a victim of repeated sexual assault in the school environment. The way in which peer-on-peer sexual assault is dealt with in schools is truly awful and needs to change.

<https://www.tes.com/news/i-was-sexually-assaulted-school-when-i-was-12-here-my-story>

5/5/19

Exclusive: School failed to protect girl from pupil on double rape charge

Boy was convicted of raping two girls just weeks after he allegedly sexually exploited third girl in school

By Will Hazell
24 May 2019

Share this f t in



A secondary failed to safeguard a girl from a boy who allegedly sexually exploited her in school, even though school leaders knew the teenager had been accused of two earlier rapes, *Tes* can reveal.

Just weeks after the alleged abuse of the key stage 3 girl came to light, the boy was convicted of the rapes of two other girls.

<https://www.tes.com/news/exclusive-school-failed-protect-girl-pupil-double-rape-charge>

24/5/19



The National Perspective

- About 1/3 of child sexual abuse committed by other children and young people (Hackett, 2014)
- Almost a third of girls aged between 16 and 18 years old have been subjected to unwanted sexual touching in UK schools.

56

<https://hub4leaders.co.uk/learning-hub/blog/what-you-need-to-know-about-peer-on-peer-abuse/>

- In 2017/8 calls to child line about peer on peer sexual abuse increased by 29% on the previous year.
- Peer on Peer abuse, like all types of CSA is likely to be underreported

www.west-merciasupportcentre.com

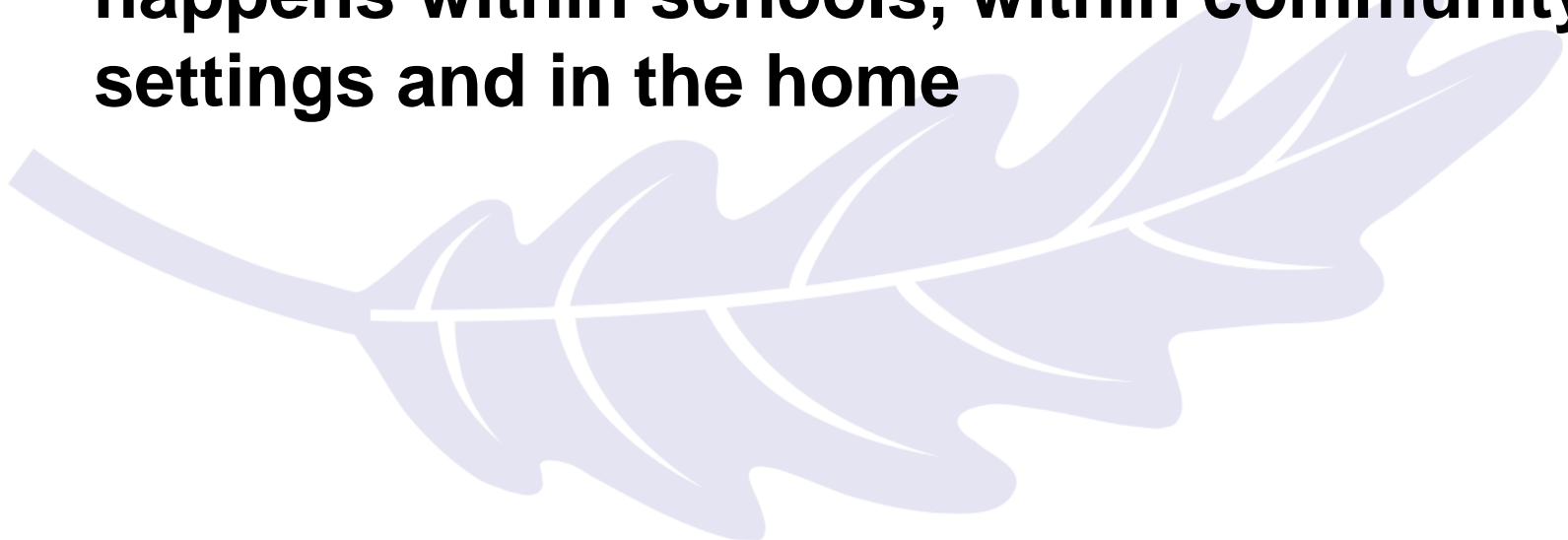


WMRSASC – experience to date

13 Survivors supported to date from **1/4/19** from Herefordshire

- *10 would fall into the NSPCC definition of peer on peer abuse*

Contextual Safeguarding highly relevant – **this happens within schools, within community settings and in the home**





Experiences of Children who have experienced peer on peer abuse in our counties; Herefordshire and Worcestershire.





WMRSASC projects

- **Children's Independent Sexual Violence Advisor**

practical support within the CJS, advocacy for the CYP within the school and institutional advocacy where required in relation to the perpetrator/offender/CYP exhibiting PSB

- **The Branch Project Worker**

121 work with CYP impacted by CSE. Building trusting relationships with CYP to cope and recover

- **Professionals Education**

Provision of specialist training for schools and colleges on how to manage allegations of peer on peer abuse in their settings.

- **SELFIE 121 and group work (to be renamed Empowerment Project 2020)**

Providing non victim blaming facilitated discussion to enable CYP to feel empowered to make healthy informed decisions in relation to consent and sex, to recognise unhealthy feelings and speak up



Some important myth busting

Children who exhibit harmful sexual behaviour (HSB) have all been sexually abused.

In fact what the research tells us is whilst it is a mistake to assume no coloration, this is not **the same as causality**. Experiencing sexual abuse alone is not a sufficient condition for developing HSB.

- g Theorists and research now suggests a more integrative explanation for HSB (Rasmussen, 2013; Allardyce and Yates, 2018)

Children who exhibit HSB will go on to become adult sex offenders

The research tells us that 90% do not but this does not negate the impact on the victim/survivor. The abuse is the same, regardless of the age of the perpetrator. Equally importantly, for the 10% that do go on to be a risk as an adult (Allardyce and Yates, 2013; Balfe et al, 2019) we must ensure appropriate risk assessments and interventions are put in place



Our experiences in West Mercia

- Lack of knowledge from CYP around consent and HSB
 - Specialist SV ethically delivered education has led to disclosures
- Misunderstanding of developmentally appropriate behaviour & minimising HSB
- Myths and stereotypes still permeate this area
- Responses tend to be character/reputation prioritised.
 - Little onward information between schools regarding risk
 - Criminal Justice System dependent
- Little evidence of assessment of risk of/ to all CYP impacted
- Inappropriate referrals

What we need is a Multi-agency response for all concerned – the survivor, the CYP exhibiting peer on peer abuse , education for professionals and support for other CYP impacted.



Guidance and Support

Guidance

- Harmful sexual behaviour among children and young people NICE guideline
- School Safeguarding Policy
- Keeping Children Safe in Education
- Sexual Violence and Sexual Harassment between children in schools and colleges



Next Steps

- WMRSASC/Purple Leaf HSB service 2020 launch
- Continued engagement with Dept of Education
- Commitment to work with partners
- Harmful Sexualised Behaviour Audit
 - <https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework/>
- Pathway & Support for CYP displaying HSB
- Risk & referral pathway for sexual violence
- Inclusion of CSA in all strategies

