

## Appendix 1 - Summary of recommendations to the executive and executive responses [Peer on peer abuse in schools spotlight review]

<p>In December 2019 a spotlight review concerning peer on peer abuse in schools was conducted.</p> <p>The following was recommended to the executive:</p>				
<p><b>Recommendation i, ii and iii</b></p>	<p><b><u>School Policies</u></b></p> <p><b>i) That the executive promotes to all schools in Herefordshire the implementation of distinct, stand-alone peer on peer abuse child safeguarding policies;</b></p> <p><b>ii) That the executive works with all schools in Herefordshire to ensure that exclusion policies explicitly state the forms of peer on peer abuse that will result in permanent exclusion;</b></p> <p><b>iii) That the executive works with all schools in Herefordshire to ensure that peer on peer abuse policies contain provision for children inside and outside of the criminal justice system and children under the age of criminal responsibility;</b></p>			
<p><b>Executive Response</b></p>	<p>Partially agreed with the exception of ii) - commentary on the 'exclusion policies'. Such policies do not exist in schools. Exclusions are normally covered within a school behaviour policy. Policy recommendation ii) above is therefore complex: Legal advice is to treat each case on a case by case basis and as such defining which forms will lead to permanent exclusion may not be straightforward because under equalities law and exclusion guidance a pupils' SEND need and other safeguarding concerns e.g. criminal exploitation risk must be taken into consideration. However we will work towards clearer definition of what is deemed serious enough for exclusion.</p> <p>Work is already underway to promote stronger stand-alone policies in regard to peer on peer abuse. Many schools already have such policies. We will recommend that these policies should cover provision for children both inside and outside the criminal justice system and for children under the age of criminal responsibility.</p> <p>It should be noted that many of our schools are academies and we cannot guarantee or enforce such policies upon them. Ultimately it is the governing body of a school which has agrees all school policies whether it is a maintained or academy school.</p>			
<p><b>Action</b></p>	<p><b>Owner</b></p>	<p><b>By When</b></p>	<p><b>Target/Success Criteria</b></p>	<p><b>Progress</b></p>
<p>1. Stand-alone peer on peer abuse policies for all schools are promoted as best practice and that these policies should consider provision for children inside and outside of the criminal justice system and children under the age of criminal responsibility through briefings to HTs, COGs and DSLs</p>	<p>Learning and Achievement Team</p>	<p>31st January 2021</p>	<ul style="list-style-type: none"> <li>Ofsted reports state that safeguarding, including peer on peer abuse is</li> </ul>	<p><a href="#">10.05.2021: The Learning and achievement team have worked closely with the national leads for peer on peer abuse, the university of Bedford to produce peer on peer guidance for schools.</a></p>

<p>2. Briefings to HTs, COGs and DSLs promote changes to behaviour policies that include information on what types of peer on peer abuse 'MAY' lead to a permanent exclusion</p> <p>3. The annual section 175/157 audit is amended to ensure it includes a new question relating to a separate peer on peer abuse policy</p>			<p>effective in all schools</p> <ul style="list-style-type: none"> <li>• Desktop reviews of school policies show that a school has a separate peer on peer abuse policy from September 2020</li> <li>• Desk top reviews of school behaviour policies show that schools have considered what peer on peer abuse behaviours 'MAY' result in a permanent exclusion</li> <li>• Power point presentations from Education</li> </ul>	<p>Following an extensive consultation process, this was signed off by the University of Bedford at the end of March 2021 and was issued to schools for their return after the Easter break on 19<sup>th</sup> April. Training is being provided by the University of Bedfordshire to supplement the launch of this guidance in May 2021. The training is for all multi agency workers and includes all school DSLs.</p> <p>Notes of Visits to schools include a safeguarding section and resulting actions from school visits may include reference to the need to adopt a separate peer on peer policy if the school has not already got one in place (most do).</p> <p>The new policy has been promoted via Spotlight and leaders' webinars. The annual section 175.157 audit does include a separate question relating to the school having a separate peer on peer policy. This will be updated again in the Autumn of 2021 to refer specifically to the new guidance issued by Herefordshire.</p> <p>All OFSTED visits completed since January 2020 have found</p>
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			<p>Safeguarding meetings, Primary Heads' briefings, HASH meetings and COG briefings evidence that points 1 and 2 have been promoted</p> <ul style="list-style-type: none"> <li>• Section 175/157 audit amended to include a new question on separate peer on peer abuse policies for the 2020/21 audit</li> </ul>	<p>safeguarding in schools to be effective.</p> <p>Separate work is being undertaken by a working party on school behaviour and it is anticipated that the focus of this year's autumn education conference will be Inclusion and behaviour. The new Herefordshire guidance includes reference to dealing with sexualised behaviours. It must be noted that under English law/guidance each case must be dealt with on a 'case by case' basis in order to ensure full compliance with SEND, Equal Opportunities and Human Rights legislation.</p>
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<p><b>Recommendation v</b></p>	<p><b><u>Herefordshire Council review of historic cases</u></b></p> <p>That the executive provides the outcome of the current review (including lessons learned) into cases of peer to peer abuse referred to the Multi Agency Safeguarding Hub (MASH) to the spotlight review and the children and young people scrutiny committee;</p>
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<b>Executive Response</b>	Agreed. This will be provided to children and young people's scrutiny once completed within the work programme of the committee.			
<b>Action</b>	<b>Owner</b>	<b>By When</b>	<b>Target/Success Criteria</b>	<b>Progress</b>
Provide a report on the outcome of the review, including lessons learned to the children and young people's scrutiny committee	Director of children and families	After the review has been completed which is due by end of April 2020	Report provided to children and young people's scrutiny	Review commenced January 2020 and completed September 2020 via a report presented by the AD for Education, Skills and Development to the Children's Scrutiny Panel

<b>Recommendation vii</b>	<p><b><u>Promotion of training in schools</u></b></p> <p><b>That the executive encourages all schools to invite the following trainers: CLD Trust ambassadors to provide training on positive relationships between peers; vulnerability trainers from the office of the police and crime commissioner; and the West Mercia Rape and Sexual Abuse Support Centre.</b></p>			
<b>Executive Response</b>	Agreed – much training has already taken place and which addresses the above issues. We will commit to encouraging schools to invite or attend training being provided by the three organisations above.			
<b>Action</b>	<b>Owner</b>	<b>By When</b>	<b>Target/Success Criteria</b>	<b>Progress</b>
<p>We will undertake a review of trainers who could help support this work, including the three above, to contribute to an annual safeguarding conference. The programme is already in planning phase ( February 2020)</p> <p>We will consider inviting these trainers to the next safeguarding conference</p>	Assistant Director, Achievement and Skills	November 2020	Successful annual conference programme includes the three specific organisations	<p>Review March 2020 to set up next conference</p> <p>10.05.2021: Unfortunately due to COVID all conferences had to be cancelled. However we have been able to invite a number of organisations to virtual DSL meetings.</p>

			mentioned above – and others	Training by the University of Bedford, national Leads in Peer on peer abuse will be taking place on 11/12 <sup>th</sup> May for mulita agency staff, including councillors and for school DSLs in the final week before half term. This training has had extensive requests for engagement including via Police, Public Health and other agencies. Evaluation has not yet been completed as this is only a recent part of the process.
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<b>Recommendation viii</b>	<b><u>Risk Assessments</u></b>			
	<b>That the executive works with the Crown Prosecution Service and the West Mercia Youth Justice Board to clarify responsibility for the production of the pre-conviction risk assessments for children attending court in peer on peer abuse cases and considers a suitable provider for risk assessments in the future.</b>			
<b>Executive Response</b>	Not agreed. The Youth Offending Service are in negotiations with the Crown Prosecution Service on the matter of the completion of AIM assessments. The Youth Offending Service are the appropriate agency to lead on this. There is agreement from YOS that Children and Families are not the appropriate agency to complete AIM assessments. As such it is not an area for Children and Families to become involved with at this stage, as clarity on this matter will be reached via YOS discussions with CPS, and communicated via the West Mercia Youth Justice Board which Herefordshire DCS attends.			
<b>Action</b>	<b>Owner</b>	<b>By When</b>	<b>Target/Success Criteria</b>	<b>Progress</b>

<b>Recommendation ix</b>	<b><u>Resource pool for schools</u></b>
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	<b>That the executive considers the establishment of a pool of resources for schools to access to address complex cases of peer on peer abuse.</b>			
<b>Executive Response</b>	Partially agreed. We will look into what resources are available and promote what is suitable. If available, these will provide access to high quality advice and appropriate school level resources. However the quality of such resources is variable and schools are free to choose what resources they use. Additional resources in terms of time by specialist officers to support and advice is being planned and will have greater impact – and we can consider additional training for such advisers.			
<b>Action</b>	<b>Owner</b>	<b>By When</b>	<b>Target/Success Criteria</b>	<b>Progress</b>
We will undertake a review of which resources are likely to be helpful. There is little available at present and quality is variable. In addition we will provide on line advice and support. We will consider additional training and advice for specialists when working with schools.	AD Achievement and Skills	December 2020	On line support available	<p>Review May 2020 to agree which resources to publicise as appropriate. However, the greater need is for specialist officers to work with schools who are fully trained. Deadline for appointment is June 2020</p> <p><a href="#">10.05.2021: Additional training resourced through University of Bedford. This will be completed by the end of May 2021. The new Herefordshire Guidance includes links to organisations who can provide support as well as resources.</a></p> <p>Some schools access their own resources, as they are able to do so. The pandemic has impacted on the DFE launch of their own Sex and Relationships Education guidance – this is now available to all schools and , although initially it was intended to be in place by 2020 this is now a</p>

				phased introduction until September 2021 (this is a national timetable for all schools in England). Herefordshire Council Public Health Team have purchased a subscription/license for all maintained schools from the PHSE Society for the previous 2 years. This includes free access to all of their resources to aid teaching of RSE in schools.
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<b>Recommendation x</b>	<b><u>Family Support Workers</u></b>			
	<b>That the executive considers what extra resources can be committed to the work of family support workers with schools.</b>			
<b>Executive Response</b>	Agreed - We will consider what extra resources can be committed to the work of family support workers.			
<b>Action</b>	<b>Owner</b>	<b>By When</b>	<b>Target/Success Criteria</b>	<b>Progress</b>
To offer link Early Help Family Support Workers to secondary schools who identify a need linked to peer on peer abuse. Additional resource required up to 3.0 FTE HC6 Early Help Family Support Worker.	Early Help Manager	September 2020	Families identified where there is either a risk of or peer abuse identified, supported and sustainable change achieved.	<ol style="list-style-type: none"> <li>1. Additional funding identified by April 2020.</li> <li>2. New staff in post by June 2020.</li> <li>3. At least 6 months sustainable change achieved by June 2021.</li> <li>4. May 2021 – EH staff engaged with the extra training provided by the University of Bedfordshire</li> </ol>

<b>Recommendation xii</b>	<b><u>Council policies</u></b>  <b>That the executive gives consideration as to how to include reference to peer on peer abuse in relevant council policy (e.g. the children and young people plan).</b>			
<b>Executive Response</b>	Agreed. Reference to peer on peer abuse is already included within the Herefordshire Children and Young People’s Plan 2019-2024.			
<b>Action</b>	<b>Owner</b>	<b>By When</b>	<b>Target/Success Criteria</b>	<b>Progress</b>
To include Peer on Peer training as part of the induction of all new staff to the Directorate.	Director, Children’s and Families Directorate	ongoing	That all staff receive their induction within one month of starting their post	In the period July 2020 – February 2021 this was conducted by individual briefing sessions – this covered all permanent staff but did not cover all agency or temporary staff routinely. This will now be provided via an online course that is being developed by a working party under the leadership of Joe Davenport in Social Care – yet to be completed. The recent addition of many new interim staff has put this under pressure - the on line module should resolve this in the future.