WARMLEY PARK SCHOOL AND COLLEGE

ANTI BULLYING, PEER ON PEER ABUSE AND REPORTING RACIST INCIDENTS POLICY

Author/Person Responsible	FGB / DSL
Date of Ratification	Ratified June 2024
Ratification Group	FGB
Review Frequency	Every 3 years
Next Review Date	June 2027
Previous Review Amendments / Notes	

Rationale

We recognise that bullying and peer on peer abuse is a safeguarding matter and will be dealt with accordingly. Support will be offered in line with our anti-bullying policy and parents will be involved. Children and young people with learning difficulties are at risk of 'Mate Hate' abuse. Staff training includes recognition of signs and risk factors. Any form of bullying will be treated seriously and with sensitivity: racist bullying, sexist bullying, homophobic bullying, special educational needs and disability bullying. This includes verbal, physical and cyber bullying. The risks with online activity to the child or young person may involve sexting, inappropriate use of the internet, and body shaming which can cause physical and emotional damage. Children and young people at Warmley Park School and College are encouraged to be confident to inform a trusted adult if they are concerned about anything. Cyber bullying is addressed as part of the PSHE curriculum. Posters are put up in each class to identify who they can talk to. Information is available on the school website for parents if they are concerned about the risk of cyber bullying including sexting.

Keeping Children Safe in Education (September 2023) states,
All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
Child-on-child abuse is most likely to include, but may not be limited to:
• bullying (including cyberbullying, prejudice-based and discriminatory bullying)
• abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
• sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
• sexual harassment10 such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
• causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
• consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
• upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
• initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

• Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
• The potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs;
• Communication barriers and difficulties overcoming these barriers.

At Warmley Park School and College we deliver a comprehensive and differentiated preventative approach through our Relationships and Sex Education Scheme of Work that includes consent, and human biology including reproduction. All of our Schemes of Work aim to promote equality and diversity.

The Designated Safeguarding Leads at Warmley Park School and College are:
Georgia Snary- SENDCO
Emma Saunders- Head of KS2 and KS3
Lisa Parker- Headteacher
Ellie Goodson- Deputy Headteacher
Marian Lovell- Head of College
Shaun Payne- Family Support Worker
We ensure that there is always at least one of the Designated Safeguarding Leads on site at all times, and that a second DSL can be reached by phone. ALL STAFF AND ADULTS INCLUDING VOLUNTEERS AND GOVERNORS HAVE A RESPONSIBILITY TO SAFEGUARD PUPILS.

ALLEGATIONS OF ABUSE MADE AGAINST OTHER PUPILS

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Sometimes, incidents between pupils can be managed under the school's behaviour and anti bullying policy. Rules, social stories, and the reinforcement of expectations can be effective in stopping further incidents. This policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Causes an injury;
- Causes emotional distress;
- Is coercive or involves an imbalance of control by one pupil on another;
- Is discriminatory/ offensive;
- Is serious, and potentially a criminal offence;
- Could put pupils in the school at risk from harm outside of school;
- Is violent;
- Involves pupils being forced to use drugs or alcohol;

- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting and upskirting);
- Promotes gang involvement.

Reporting any peer on peer abuse. Dismissing inappropriate behaviours risks normalising them- action must be taken.

This should be recorded on CPOMS and a discussion will need to take place with a DSL. The victim may worry about the repercussions of making a disclosure, or have been threatened and therefore may not say anything. Or their communication may be limited and they find it difficult to express themselves, or they may not realise that what they are experiencing is wrong.

Be aware that the bullying or abuse could be taking place face to face or online. It could be directed towards an individual, or a family or group. It is better to report a concern that is unfounded, rather than hope that it is and it turns out to be taking place.

If a pupil makes an allegation or suspicion of abuse against another pupil:

- You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.
- Staff must record the allegation and tell the DSL, but not investigate it themselves.
- If the victim requires First Aid or medical support this will be given.
- Staff should not make judgements.
- They cannot promise not to tell anyone else.
- They should keep the recording factual, being aware that their report could be used by the police or social care.
- They should not delay reporting concerns.
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed.
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.
- Parents of the perpetrator and victims will be informed, taking into consideration confidentiality. The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

We will minimise the risk of peer-on-peer abuse by:

- Using our Warmley Park Safeguarding Toolkit which focuses on giving pupils communication skills to be able to express something is wrong. We recognise that some pupils may not be able recognise that what they are experiencing is peer on peer abuse. Therefore we use our high ratios of staff, our positive and open relationships with parents, and explicit information on what is not acceptable to reduce risk.
- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images.
- Using resources that are sensitive to cultural and gender depictions and have trained staff on unconscious bias.
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys.
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent- this refers to the Relationship and Sex Education curriculum but also other areas including online safety in Computing and PSHE.
- Ensuring pupils know they can talk to staff confidentially. This is indicated to pupils through signs and posters. For pupils who are pre-verbal and would have difficulty in communicating this, we implement Have Your Say days to look at Warmley Park from the perspective of the pupil, and use the core vocabulary as described in the Warmley Park Safeguarding Toolkit.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

Following an incident support will be given for victims, perpetrators and any other child affected by peer on peer abuse. This will include:

- An individual debrief with all of those involved which will be noted and kept on CPOMS;
- Referral to external agencies for support if appropriate;
- Monitoring by class staff and DSL for indications of any issues that emerge in the period following the initial debrief;

DEFINITIONS OF MATE CRIME AND HATE CRIME

This is potentially very challenging for our pupils to understand due to their learning difficulties which adds to their vulnerability.

- Disability hate crime is the general term used to describe any criminal offence that is motivated by hostility or prejudice based upon a person's disability. If you think people are picking on someone else because of their disability then it is a **hate crime**.

- **Mate crime** happens when someone pretends to be a friend and then uses the student instead of being a good friend. A 'mate' may be a friend, family member, supporter, paid staff or another person with a disability.

- Mate crime is when someone says they are a friend, but they do things that take advantage of the student, like ask you for money a lot. A real friend does not need to be bought, and someone who takes money, asks someone to pay for lots of things, or makes someone feel uncomfortable is not a true friend.

- If someone who says they are your friend hurts another person, steals from them or makes them do something they don't want to do, they should, if they are able to, tell to someone they trust right away. This could be their parent or someone in school. It is not their fault and they will not get in trouble for speaking out.

- **Hate crime** is when a person or group of people are victimised by strangers or someone they know just because they have a disability, or because of another feature of their identity such as the colour of their skin or their religion. **Mate Crime** is typically done by someone they know.

Is this person my friend?

- A friend is a companion you trust and have fun with. But if your friend makes you feel anxious or scared, takes your money or possessions or makes you do things you don't want to, that's not right. We call that a **mate crime.**
- Remember that most of your friends are good friends but that if you are worried about a friendship you have a right to be believed and to be taken seriously when you report incidents.

Hate Crime and **Mate Crime** may include:

- Verbal or physical abuse
- Intimidation or threats
- Manipulation
- Bullying
- Online harassment
- Theft

Mate crime is often hidden but these signs may indicate something is wrong:

- These new people seem to have an undue influence over the person.
- The person may comment that their friends will be disappointed if a certain activity doesn't take place. They may express worry that they'll lose their friends. They may appear uneasy about the friendship.
- The vulnerable person may be spending their own money and may be buying gifts for other people or giving away precious possessions.
- The person may unexpectedly change their routine, behaviour or appearance. They may have unexplained injuries, or show signs of anxiety.

Staff responsibilities when responding to an incident:

We always take allegations or incidents in relation to peer on peer abuse seriously. It should never be dismissed or ignored,

SEXTING
If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL.
- Delete the imagery or ask the pupil to delete it.
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility).
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers.
- Say or do anything to blame or shame any young people involved.

REPORTING RACIST INCIDENTS AND RACIAL HARRASSMENT

Our definition of a racist incident is that taken from recommendation 12 of the Report of the Stephen Lawrence Inquiry: 'A racist incident is any incident which is perceived to be racist by the victim or any other person.'

Even if the victim of an incident does not complain, it should be treated as a racist incident if another person perceives it as such. For example, a teacher or youth worker overhears a child calling a Traveller child a 'gyppo'. The adult records this as a racist incident, even though the child does not complain to him or her.

Our definition of racial harassment is that of the CRE (Commission for Racial Equality): 'Verbal or physical violence which includes attacks on property as well as on the person, which is suffered by individuals or groups because of their colour, race, nationality and ethnic or national origins, and where the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism.'

A racist or prejudice incident may include:
• Derogatory name-calling, insults, racist jokes and language
• Verbal abuse and threats
• Physical assaults
• Ridicule based on difference of colour, race, ethnicity, nationality, culture, religion or language
• Refusal to co-operate with others because of any of the above differences
• Stereotyping on the basis of colour, race, ethnicity, etc.
• Racist comments
• Racist graffiti
• Written abuse
• Damage to property
• Incitement of others to act in a racist manner
• Provocative behaviour such as wearing racist badges or insignia'
• Bringing racist material such as leaflets, magazines or computer software onto the premises
• Recruiting other young people to racist organisations or groups

Dealing with Racist or prejudice Incidents
No incident that is, or appears to be racially motivated, should go unchallenged and every member of staff has a responsibility for responding to the situation. They should make explicit that any racist behaviour is unacceptable and contravenes the school's policy, culture and ethos. If a member of staff is unable to resolve the matter, it should be referred to the Headteacher.

The action to be taken will depend on whether the perpetrator is known and whether he/she is a young person, a member of staff or an outside perpetrator. Where the perpetrator is a young person or pupil, staff should explain why racist behaviour is unacceptable. Any disciplinary action taken, including temporary or permanent exclusion, will be in line with the Positive Behaviour Policy. The parents or carers of all perpetrators and victims will be informed of the incident and action taken.

Recording and Reporting Incidents
Warmley Park School and College records all racist incidents on CPOMS. This includes the following details:
- Date
- Names of perpetrators and victims
- The ethnicity of all individuals involved
- Nature of incident
- Action taken in response
- Name of the person reporting the incident

They are categorised as racist by the Headteachers or a member of the SLT for tracking and response purposes. Reporting is completed termly as part of the Headteachers report to the FGB, including 'nil' returns. All incidents which involve a member of a minority ethnic group will be monitored to ensure that potentially racist incidents are not overlooked. Although some incidents may seem minor, it is still important to log them, as repeat incidents often mean that earlier reports assume greater importance and further action in the form of resolution and education is needed.

Governors are informed of the number and nature of racist incidents and the action taken to deal with them through the Headteachers' Report to Governors on a termly basis. The pattern and frequency of racist incidents are analysed in order to inform future whole school planning and/or individual pupil support.

The Police will be advised of any racist incidents that may be categorised as crimes.

Support for the Victim
When dealing with racist incidents involving pupils or young people, staff will:
Listen attentively,
- Indicate they are pleased that the young person has been able to tell them.
- Remain calm and reassuring.
- Accept their language and terminology.
- Remember that to confide in a member of staff may need considerable courage.

Acknowledge,
- Acknowledge the feelings of the young person.
- Confirm they were right to make the disclosure.

- Show they understand the difficulty in discussing the matter.
- Establish whether the incident is part of a pattern.
- Reassure while explaining the need to take the matter further.

Report,

- Indicate that the information needs to be shared with others in authority in order to stop further harassment.
- If the victim is adamant that they do not want any further action, the incident should, nevertheless, be recorded.
- The circumstances of the victim, e.g. age or self-confidence in dealing with the situation for themselves, will be a guiding factor for staff when deciding on a course of action.
- In certain cases, the victim's identity will need to be protected and the situation must be handled sensitively.
- Recognise that victims will need immediate support and must be reassured that the matter will be treated seriously and that a full investigation will take place.