

Whitkirk Primary School

Preventative Curriculum Programme for Peer on Peer Abuse

We are committed to Staff Training

- ✓ KCSIE updates on first day of school year in the whole school training day. This is standard practice each September.
- ✓ “Safeguarding Refresher” is a standing staff meeting agenda presented in the form of sharing Leeds City Council’s ‘One Minute Guides’ to maintain the culture of safeguarding. Peer on Peer Abuse is part of the cycle of topics revisited over the year.
- ✓ Specific Peer on Peer Abuse Training – Understanding and Managing Harmful Sexual Behaviours within Educational Settings (DSL Training). Anti-Bullying Training for all staff delivered by Assistant Headteacher-Behaviour Lead.

We are committed to a Preventative Curriculum for Peer-on-Peer Abuse

- i. The Islington You, Me, PSHE scheme makes sure children are taught about safeguarding, including how to stay safe online.
- ii. The Islington You, Me, PSHE curriculum also covers (in an age-appropriate and inclusive way) issues such as:
 - Healthy and respectful relationships
 - What respectful behaviour looks like
 - Consent
 - Gender roles, stereotyping and equality
 - Body confidence and self-esteem
 - Prejudiced behaviour
 - Sexual violence and sexual harassment

Implementing a Preventative Curriculum

- ✓ Our curriculum supports healthy relationships and challenges attitudes that can grow into disrespect and violence if unchallenged. This is based on pages 18 and 19 of the DfE’s [guidance](#) on Sexual violence and Sexual harassment.
- ✓ Islington’s You, Me, PSHE scheme is a spiral curriculum that allows pupils to return to key themes over time, in age appropriate ways, building on prior learning.
- ✓ Our PSHE approach is whole school, starting in EYFS. It also complements policies like our Behaviour & Relationship and Sex Education (RSE) policies.
- ✓ Our staff are well trained and we have a confident senior leader for PSHE across school.
- ✓ Close links with external agencies such as the Temple Newsome Cluster Partnership, local PCSO’s and the Red Kite Learning Trust who are occasionally used to supplement the Islington You, Me PSHE curriculum as well as the Safeguarding Team at Whitkirk.

Resources we use

- ✓ Child Exploitation and Online Protection (CEOP) [resources](#). These include videos, toolkits and activities that can be used in lessons and assemblies or shared with parents.
- ✓ Childnet International has an [online safety PSHE toolkit](#) with films and lesson plans exploring:
 - Cyber-bullying
 - Sexting
 - Peer pressure
 - Self-esteem
- ✓ The National Society for the Prevention of Cruelty to Children (NSPCC) has a range of [safeguarding teaching resources](#) including lesson plans on personal safety, healthy relationships and online bullying. Its [‘Speak out Stay safe’ programme](#) also includes interactive assemblies and workshops on safeguarding for pupils in KS1 and KS2.

Peer on peer abuse (child on child)

46. **All** staff should be aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

47. All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy).

48. It is essential that **all** staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. 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.

49. Peer on peer 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 peers;
- 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,¹¹ such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment,¹² 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 videos¹³ (also known as sexting or youth produced sexual imagery);
- upskirting,¹⁴ 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).

50. **All** staff should be clear as to the school's or college's policy and procedures with regard to peer on peer 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.