



# Safeguarding Update April 2021

## & 10 minutes on peer-on-peer abuse

A reminder that should you have a concern you must complete the 'Safeguarding Concern Form' on MIS.

Click [here](#) to access it.



Kingston and Richmond Safeguarding Children Partnership

If you are interested in attending a Safeguarding related course, the LSCB run a number of training events. Information can be found [here](#).

A reminder that should you know who the Designated Safeguarding Lead (DSL) , Deputy Designated Safeguarding Lead and safeguarding officers are and what to do if you receive a disclosure. Click [here](#) for guidance.

Matt Close	Jon Owen	Clemmie Stewart	Tracey Chong	Garnette Watts	Stuart Murphy	Sam Holliday
DSL	DDSL	ADSL	ADSL	ADSL	ADSL	NURSE
Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Assistant Designated Safeguarding Lead	Assistant Designated Safeguarding Lead	Assistant Designated Safeguarding Lead	Assistant Designated Safeguarding Lead	

## 5 mins training on Peer-on-Peer Abuse

Peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations.

- Rates of violence are higher for girls in England than in any other country
- Peer-on-peer abuse tends to be experienced by children aged 10 and upwards, with those abusing them being slightly older; however, cases of eight year olds being abused, and inflicting abuse, have been reported
- 1 in 3 girls have experienced sexual violence from a partner before they turn 18 years old
- 4 in 10 teenage girls have experienced sexual coercion when they have been aged between 13 and 17 years old
- One in five girls in England have suffered physical violence from their boyfriend
- 48 percent of girls have experienced instances of emotional and online abuse from their partners
- Two thirds of contact sexual abuse experienced by children under the age of 17 was perpetrated by someone under 18 years old
- Black and minority ethnic children are often under-identified as victims, and are over-identified as perpetrators instead.

To an extent, there is no clear boundary between incidents that should be regarded as peer-on-peer abuse and incidents that are more properly dealt with as bullying, sexual experimentation, etc. For this reason, a staff member's professional judgement plays a vital role in the identification process

It may be appropriate to regard a child's behaviour as abusive if

- There is a large difference in power between the people involved;
- The perpetrator has repeatedly tried to harm one or more people;
- There are concerns about the intention of the alleged perpetrator.

**What we can do as staff:**

- make clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh”;
- challenge behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them; and
- report to the safeguarding team any concern you may have that a pupil is suffering from peer-on-peer abuse.

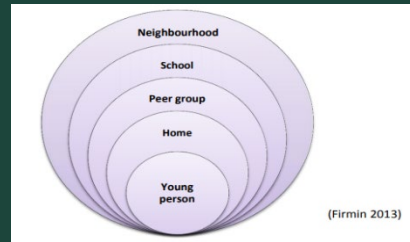


The NSPCC has created some good, quick reads on healthy sexual development of children and young people. Click [here](#) for a link to see some examples of age-appropriate and healthy sexual behaviour.

### Sexual behaviours continuum model

Normal	Inappropriate	Problematic	Abusive	Violent
<ul style="list-style-type: none"> <li>• Developmentally expected</li> <li>• Socially acceptable</li> <li>• Consensual, mutual, reciprocal</li> <li>• Shared decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Single instances of inappropriate sexual behaviour</li> <li>• Socially acceptable behaviour within peer group</li> <li>• Context for behaviour may be inappropriate</li> <li>• Generally consensual and reciprocal</li> </ul>	<ul style="list-style-type: none"> <li>• Problematic and concerning behaviour</li> <li>• Developmentally unusual and socially unexpected</li> <li>• No overt elements of victimisation</li> <li>• Consent issues may be unclear</li> <li>• May lack reciprocity or equal power</li> <li>• May include levels of compulsivity</li> </ul>	<ul style="list-style-type: none"> <li>• Victimising intent or outcome</li> <li>• Includes misuse of power</li> <li>• Coercion and force to ensure compliance</li> <li>• Intrusive</li> <li>• Informed consent lacking or not able to be freely given</li> <li>• May include elements of expressive violence</li> </ul>	<ul style="list-style-type: none"> <li>• Physically violent sexual abuse</li> <li>• Highly intrusive</li> <li>• Instrumental violence which is psychologically and/or sexually arousing to the child responsible for the behaviour</li> <li>• Sadism</li> </ul>

Want to read a little more? [This link to 'Practitioner Briefing #1: What is peer-on-peer abuse?'](#) is an excellent 5-minute read



[Click here for a link to BBC Panorama documentary: when kids abuse kids.](#) It lasts for 30mins but is worth watching. Please note, however, that it has first-hand accounts from children who were abused.



### 5 min discussion for tutor groups:

#### 1. Who they could/should talk to in school if they feel they or someone they know is suffering from peer-on-peer abuse.

- a. Speak to tutor, a teacher, HOY, MC, SM, JO or SLT, Counsellor or School Nurse

#### 2. Discuss what might constitute peer-on-peer abuse;

- Physical and sexual abuse
- Sexual harassment
- Sexual violence (rape, assault by penetration and sexual assault)
- Emotional harm
- On and offline bullying
- Teenage abusive relationships
- Grooming children for sexual and criminal exploitation
- Initiation/hazardous type youth violence and rituals.

#### 3. Who might be vulnerable to peer-on-peer abuse?

[Click here to view the Peer-on-Peer Abuse Policy](#)

[Please complete this very short form \(here\) to help us monitor engagement in safeguarding training.](#)



### United Learning Hub

Frazer Smith is the Lead Safeguarding Officer for the Group.

The Hub has a range of publications as well as links to statutory guidance and useful websites.

There is a recording (just under 30 minutes) of DSL surgery presentation about 'Sexual Development and Sexual Harmful Behaviour' available here: <https://hub.unitedlearning.org.uk/school->