

TASIS



THE AMERICAN SCHOOL IN ENGLAND

Peer on Peer Abuse Policy

This policy applies to the whole school including Boarding and the Early Years.

The current version of any policy, procedure, protocol or guideline is the version held on the TASIS website. It is the responsibility of all staff to ensure that they are following the current version.

Document

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Agreed by:

Head of School	Designated Safeguarding Lead (DSL)	Chair of the Board
Bryan Nixon	Jason Tait	Fernando Gonzalez
01 September 2020	01 September 2020	01 September 2020

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1. Introduction

The Board of Directors, Senior Leadership Team, and all staff and volunteers at TASIS England are committed to the prevention, early identification and appropriate management of peer on peer abuse (as defined below) both within and beyond the School. In particular, we:

- believe that in order to protect children, we need to be aware of the level and nature of risk to which students are or may be exposed, and put in place a clear and comprehensive strategy which is tailored to our specific safeguarding context; and take a contextual whole-school approach to preventing and responding to peer on peer abuse;
- regard the introduction of this policy as a preventative measure, and do not feel it is acceptable merely to take a reactive approach to peer on peer abuse in response to alleged incidents of it;
- recognise national and increasing concern about this issue, and wish to implement this policy in order to ensure that our students are safe; and
- encourage parents to hold us to account on this issue, so that if their child is feeling unsafe as a result of the behaviour of any of their peers, they should inform the School, so that it can ensure that appropriate and prompt action is taken in response.

2. This Policy:

- sets out our strategy for preventing, identifying and appropriately managing peer on peer abuse. It is the product of a comprehensive consultation - which has involved students, staff and parents, and a risk assessment;
- applies to the Board of Directors, Senior Leadership Team, faculty, staff, volunteers and contractors etc. It is reviewed annually, and updated in the interim, as may be required, to ensure that it continually addresses the risks to which students are or may be exposed. A number of staff and students are involved in each annual review, which involves and is informed by an assessment of the impact and effectiveness of this policy over the previous year;
- is the School's overarching policy for any issue that could constitute peer on peer abuse;
- it relates to, and should be read alongside, the School's Child Protection Policy and any other relevant policies including, but not limited to, Anti-bullying (including cyber-bullying), E-safety, Students Missing Education, Behaviour Management, Discipline and Sanctions, and Data Protection;
- ensures that the School takes a safeguarding approach to all individuals involved in allegations of, or concerns about, peer on peer abuse, including those who are alleged to have been abused and those who are alleged to have abused their peers, in addition to any sanctioning work that may also be required for the latter. Research has shown that many children who present with harmful behaviour towards others, in the context of peer on peer abuse, are themselves vulnerable and may have been victimised by peers, parents or adults in the community prior to their abuse of peers;
- uses the terms 'child' and 'children', which is defined for the purposes of this policy as a person aged under 18. We have nonetheless chosen not to restrict our approach to peer on peer abuse under this policy to children but instead to adopt a wider interpretation of our safeguarding responsibilities so that they apply to all students, regardless of age. Although the starting point is that the School's response to peer on peer abuse should be the same for all students, regardless of age, there may be some additional considerations in relation to a student aged 18 or over in terms of how local agencies and/or partners respond. This, for example, is likely to be different on the part of local authorities, given that their safeguarding duties are limited, in the case of children's social care services - save for a number of specific exceptions - to children and, in the case of adult social care services, to adults with care and support needs. Similarly, the School's response to incidents involving the exchange of youth produced sexual imagery will need to differ depending on the age of the students involved. There is also likely to be a more significant criminal justice response in relation to any student responsible for abuse who is aged 18 or over;
- should be read in conjunction with the Local Safeguarding Children Board's (LSCB) Safeguarding Policy and Procedures, and any relevant Practice Guidance issued by it.

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3. Legal Status

- Complies with Part 3, paragraph 10 of The Education (Independent School Standards) (England) Regulations 2014 in force from 5th January 2015
- Prepared with reference to: Preventing and Tackling Bullying (July 2017), Cyberbullying: Advice for headteachers and school staff (DfE- November 2014), Advice for parents and carers on cyberbullying (DfE- November 2014) and Guidance for schools on preventing and responding to bullying, Section 89 of the Education and Inspections Act 2006, has regard to the Equality Act 2010 and the Public Sector Equality Duty
- Has regard to the Equality Act 2010 and the Public Sector Equality Duty
- Utilises advice from the publication Sexual violence and sexual harassment between children in schools and colleges (DfE: December 2017)
- This policy is consistent with Keeping Children Safe in Education (KCSIE) information for all schools and colleges (DfE: September 2020) incorporates the additional statutory guidance
- Utilises advice from What to do if you're worried a child is being abused (HM Government: March 2015) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf
- Is guided by Working Together to Safeguard Children (WTSC) (Inter-agency working) (HM Government: 2015 amended February 2017) which also refers to non-statutory advice, Information sharing advice for practitioners providing safeguarding services along with the Disclosure and Barring Service (DBS) Behaviour Policy. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf

3.1. Applies to all staff (teaching, support and supply staff), contractors, and volunteers working in the school along with the board of directors.

3.2. Designated Safeguarding Lead is: Mr. Jason Tait

4. Monitoring and review

This policy is subject to continuous monitoring, refinement and audit by the Head of School who will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed policy which will be made available to them in either a hard copy or electronically.

4.1. This policy will next be reviewed by no later than October 2021 or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

5. Aims

This policy aims to outline our procedures and working practices of dealing with and minimising the risk of peer on peer abuse. We aim to:

- Define what is meant by Peer on Peer abuse – its indicators
- Outline what our procedures are in dealing with an allegation or suspected case of peer on peer abuse
- Explain how we minimise the risks of peer on peer abuse
- Detail the support for victims of peer on peer abuse, including the use of external agencies

6. What is Peer on Peer abuse?

For these purposes, 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). Peer on peer abuse can take various forms including serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence.

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6.1. These types of abuse rarely take place in isolation and often indicate wider safeguarding concerns. For example, a teenage girl may be in a sexually exploitative relationship with a teenage boy who is himself being physically abused by a family member or by older boys. Equally, sexual bullying in schools and other settings can result in the sexual exploitation of children by their peers. For 16- and 17-year olds who are in abusive relationships, what may appear to be a case of domestic violence may also involve sexual exploitation. Children's experiences of abuse and violence are rarely isolated events, and they can often be linked to other things that are happening in their lives and spaces in which they spend their time. Any response to peer on peer abuse, therefore, needs to consider the range of possible types of peer on peer abuse set out above and capture the full context of children's experiences. This can be done by adopting a Contextual Safeguarding approach and by ensuring that our response to incidents of peer on peer abuse takes into account any potential complexity.

7. Sexual Violence and Sexual Harassment between children

At TASIS England, we take our definition of sexual violence from the Sexual Offences Act 2003, which considers rape, assault by penetration and sexual assault all types of sexual violence. In addition, we define sexual violence as 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual violence and sexual harassment can be between two children, or a group of children. Both sexes may be affected, although girls are more likely to be victims of sexual violence, and boys are more likely to be perpetrators of sexual harassment. We recognise that children with Special Educational Needs and Disability (SEND) are likely to be more vulnerable. TASIS England is aware that online sexual violence or sexual harassment can be more complex, such as images shared at another school or across the internet, or the victim being excluded offline as well as online. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. We recognise that sexual violence and harassment can occur both online and offline, both physically and verbally and is never acceptable. We make it clear that all forms of sexual violence and harassment are unacceptable and will not be tolerated. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (this may cross a line into sexual violence) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment, which might include: non-consensual sharing of sexual images and videos and consensual sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

8. Contextual Safeguarding

This policy encapsulates a Contextual Safeguarding approach, which:

- is an approach to safeguarding children that recognises their experiences of significant harm in extra-familial contexts, and seeks to include these contexts within prevention, identification, assessment and intervention safeguarding activities;
- recognises that as children enter adolescence they spend increasing amounts of time outside of the home in public environments (including on the internet) within which they may experience abuse; and
- considers interventions to change the systems or social conditions of the environments in which abuse has occurred. For example, rather than move a child from a school, professionals could work with the school leadership and student body to challenge harmful, gendered school cultures, thus improving the pre-existing school environment.

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8.1. At TASIS England we recognise that young people’s behaviours, levels of vulnerability and levels of resilience are all informed by the social, public and private contexts in which young people spend their time. Additionally, we help to promote a culture of safety within the curriculum and around the school regarding students’ online activities – a place where young people spend an increasing amount of time, raising their exposure to potential abuse.

9. Assessing behaviour

All behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it.

10. Sexual behaviours

As the NSPCC explains “children's sexual behaviours exist on a wide continuum, from normal and developmentally expected to highly abnormal and abusive. Our staff recognise the importance of distinguishing between problematic and abusive sexual behaviour. As both problematic and abusive sexual behaviours are developmentally inappropriate and may cause developmental damage, a useful umbrella term is harmful sexual behaviours or HSB.” This term has been adopted widely and is used throughout the NSPCC’s and Research in Practice's Harmful Sexual Behaviour Framework, as well as this policy. For the purpose of this policy, harmful sexual behaviours are defined as: sexual behaviours expressed by children that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child or adult.

10.1. We use the Brook Sexual Behaviours Traffic Light Tool to demonstrate the range of sexual behaviours presented by children, when seeking to understand a student's sexual behaviour and deciding how to respond to it. https://www.brook.org.uk/brook_tools/traffic/Brook_Traffic_Light_Tool.pdf. Staff should always use their professional judgement and discuss any concerns with the DSL. Where an (alleged) incident involves a report of sexually harmful behaviour, staff should consult the DfE's Advice.

11. Other behaviour

When dealing with other alleged behaviour which involves reports of, for example, emotional and/or physical abuse, staff can draw on aspects of Hackett’s et al’s (2016) continuum to assess where the alleged behaviour falls on a spectrum and to decide how to respond. This could include, for example, whether it:

- is socially acceptable
- involves a single incident or has occurred over a period of time
- is socially acceptable within the peer group
- is problematic and concerning
- involves any overt elements of victimisation or discrimination e.g. related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability
- involves an element of coercion or pre-planning
- involves a power imbalance between the child/children allegedly responsible for the behaviour and the child/children allegedly the subject of that power
- involves a misuse of power

11.1. It should be borne in mind that there are some aspects of Hackett’s continuum which may not of course be relevant or appropriate to consider in response to other alleged behaviour involving reports of other types of abuse. For example, the issue of consent and the nuances around it, is unlikely to apply in the same way in cases where the alleged behaviour is reported to involve emotional and/or physical abuse, as it could in cases of alleged sexual behaviour which is reported to involve harmful sexual behaviour.

11.2. In addition, the School could be required to deal with cases involving a range of alleged behaviours including sexual behaviour, emotional, physical behaviour and digital behaviour. It should also be recognised that the same

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behaviour presented by different children may be understood at different points on a spectrum, depending on the particular context. For example, an incident involving youth produced sexual imagery may be inappropriate in one context, for example, when exchanged between two children in a consenting relationship, and abusive in another, for example, when it is (a) shared without the consent of the child in the image; (b) produced as a result of coercion; or (c) used to pressure the child into engaging in other sexual behaviours.

- 11.3. Behaviour which is not abusive at first may potentially become abusive quickly or over time. Intervening early and addressing any inappropriate behaviour which may be displayed by a child is vital and could potentially prevent their behaviour from progressing on a continuum to become problematic, abusive and/or violent - and ultimately requiring (greater/more formal) engagement with specialist external and/or statutory agencies. For example, a physical fight between two children may not constitute peer on peer abuse where the fight is a one-off incident, but may be abusive where the child's/children's behaviour subsequently deteriorates into a pattern of bullying behaviour and requires a safeguarding response from a multi-agency partnership – including a statutory assessment of whether this has led, for example, to a risk of significant harm to a child.
- 11.4. The importance of intervening early and addressing any inappropriate behaviour does not just apply on an individual student basis but could also apply across the student body.
- 11.5. Behaviour generally considered inappropriate may in fact indicate emerging concerning behaviour to which schools need to take a whole-school approach in order to prevent escalation. For example, where multiple boys are making inappropriate comments about girls, one-off sanctions are unlikely to be effective and wider actions should be considered, such as arranging for an external person to deliver a year group intervention exercise; revising the School's Sex and Relationship Education programme; and/or a discussion around whether anything is happening within the wider community that might be affecting the students' behaviour.
- 11.6. It will also be important to consider the wider context in which the alleged behaviour is reported to have occurred, and which may trigger the need for a referral. For example, some behaviour that is considered inappropriate may be capable of being dealt with internally. However, if there are wider safeguarding concerns relating to the child/children in question, a referral to statutory agencies may be necessary. Where the behaviour which is the subject of the concern(s)/allegation(s) is considered or suspected by the DSL to constitute peer on peer abuse, the School will follow the procedures set out below.

12. How can a child who is being abused by their peers be identified?

All staff are alert to the well-being of students and to signs of abuse, and will engage with these signs, as appropriate, to determine whether they are caused by peer on peer abuse. However, staff should be mindful of the fact that the way(s) in which children will disclose or present with behaviour(s) as a result of their experiences will differ.

- 12.1. Signs that a child may be suffering from peer on peer abuse can also overlap with those indicating other types of abuse (please see our child protection policy for indicators of abuse) and can include:
- failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard ordinarily expected;
 - physical injuries;
 - experiencing difficulties with mental health and/or emotional wellbeing;
 - becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks; suffering from nightmares or lack of sleep or sleeping too much;
 - broader changes in behaviour including alcohol or substance misuse;
 - changes in appearance and/or starting to act in a way that is not appropriate for the child's age;
 - abusive behaviour towards others.

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- 12.2. Abuse affects children very differently. The above list is by no means exhaustive and the presence of one or more of these signs does not necessarily indicate abuse. The behaviour that children present with will depend on their particular circumstances. Rather than checking behaviour against a list, staff are trained to be alert to behaviour that might cause concerns, to think about what the behaviour might signify, to encourage children to share with them any underlying reasons for their behaviour, and, where appropriate, to engage with their parents/carers so that the cause(s) of their behaviour can be investigated. Where a child exhibits any behaviour that is out of character or abnormal for his/her age, staff should always consider whether an underlying concern is contributing to their behaviour (for example, whether the child is being harmed or abused by their peers) and, if so, what the concern is and how the child can be supported going forwards.
- 12.3. The power dynamic that can exist between children is also very important when identifying and responding to their behaviour: in all cases of peer on peer abuse, a power imbalance will exist within the relationship. This inequality will not necessarily be the result of an age gap between the child responsible for the abuse and the child being abused. It may, for example, be the result of their relative social or economic status. Equally, while children who abuse may have power over those who they are abusing, they may be simultaneously powerless to others.
- 12.4. Any child can be vulnerable to peer on peer abuse due to the strength of peer influence during adolescence, and staff should be alert to signs of such abuse amongst all children. Individual and situational factors can increase a child's vulnerability to abuse by their peers. For example, an image of a child could be shared, following which they could become more vulnerable to peer on peer abuse due to how others now perceive them, regardless of any characteristics which may be inherent in them and/or their family. Peer group dynamics can also play an important role in determining a child's vulnerability to such abuse. For example, children who are more likely to follow others and/or who are socially isolated from their peers may be more vulnerable to peer on peer abuse. Children who are questioning or exploring their sexuality may also be particularly vulnerable to abuse by their peers.
- 12.5. Research suggests that peer on peer abuse may affect boys differently from girls, and that this difference may result from societal norms (particularly around power, control and the way in which femininity and masculinity are constructed) rather than biological make-up. Barriers to disclosure will also be different. As a result, schools need to explore the gender dynamics of peer on peer abuse within their setting and recognise that these will play out differently in single sex, mixed or gender- imbalanced environments.

13. How we raise awareness of and prevent Peer on Peer abuse

The School actively seeks to raise awareness of and prevent all forms of Peer on-Peer abuse by:

Educating all Board of Directors, Senior Leadership Team, staff and volunteers, students, and parents about this issue. This includes:

- training all Board of Directors, Senior Leadership Team, staff and volunteers on the nature, prevalence and effect of peer on peer abuse, and how to prevent, identify and respond to it. This includes (a) Contextual Safeguarding; (b) the identification and classification of specific behaviours; and (c) the importance of taking seriously all forms of peer on peer abuse (no matter how low level they may appear) and ensuring that no form of peer on peer abuse is ever dismissed as horseplay or teasing. Training includes case studies which the staff design themselves;
- educating children about the nature and prevalence of peer on peer abuse via PSHE and the wider curriculum. For example, by addressing gender inequality in a statistics class, or by reviewing literature in an English class which addresses bullying and its effect on mental health. Students are frequently told what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse. They are regularly informed about the School's approach to such issues, including its zero-tolerance policy towards all forms of peer on peer abuse.

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Engaging parents on this issue by:

- (a) talking about it with parents, both in groups and one to one;
- (b) asking parents what they perceive to be the risks facing their child and how they would like to see the School address those risks;
- (c) involving parents in the review of School policies and lesson plans; and
- (d) encouraging parents to hold the School to account on this issue.

Ensuring that all peer on peer abuse issues are fed back to the School's safeguarding team so that they can spot and address any concerning trends and identify students who may be in need of additional support. This is done by way of a weekly safeguarding meeting by school section at which all concerns about students (including peer on peer abuse issues) are discussed. The safeguarding team aims to:

- challenge the attitudes that underlie such abuse (both inside and outside the classroom);
- work with Board of Directors, Senior Leadership Team, all staff and volunteers, students and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the School community;
- create conditions in which our students can aspire to and realise safe and healthy relationships;
- create a culture in which our students feel able to share their concerns openly, in a non-judgmental environment, and have them listened to; and
- respond to cases of peer on peer abuse promptly and appropriately.

14. Multi-agency working

The School actively engages with its local partners in relation to peer on peer abuse, and works closely with, for example, Surrey LSCB, Surrey Children's Single Point of Access (C-SPA), children's social care, and/or other relevant agencies, and other schools.

14.1. The relationships the School has built with these partners are essential to ensuring that the School is able to prevent, identify early and appropriately handle cases of peer on peer abuse. They help the School:

- (a) to develop a good awareness and understanding of the different referral pathways that operate in its local area, as well as the preventative and support services which exist;
- (b) to ensure that our students are able to access the range of services and support they need quickly;
- (c) to support and help inform our local community's response to peer on peer abuse; and
- (d) to increase our awareness and understanding of any concerning trends and emerging risks in our local area to enable us to take preventative action to minimise the risk of these being experienced by our students.

14.2. The School actively refers concerns/allegations of peer on peer abuse where necessary to Surrey C-SPA (or equivalent), children's social care, and/or other relevant agencies. This is particularly important because peer on peer abuse can be a complex issue, and even more so where wider safeguarding concerns exist. It is often not appropriate for one single agency (where the incident cannot be managed internally) to try to address the issue alone – it requires effective partnership working.

15. Responding to concerns or allegations of Peer on Peer abuse

General Principals: It is essential that we handle all concerns/allegations of peer on peer abuse sensitively, appropriately and promptly. The way in which they are responded to can have a significant impact on our School environment. Any response will:

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- include a thorough investigation of the concerns/allegations and the wider context in which they may have occurred (as appropriate);
- treat all children involved as being at potential risk - while the child allegedly responsible for the abuse may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and be at risk of harm themselves. Schools should ensure a safeguarding response is in place for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it, and additional sanctioning work may be required for the latter.

15.1. Take into account:

- that the abuse may indicate wider safeguarding concerns for any of the children involved, and consider and address the effect of wider socio-cultural contexts - such as the child's/children's peer group (both within and outside the School); family; the School environment; their experience(s) of crime and victimisation in the local community; and the child's/children's online presence. Consider what changes may need to be made to these contexts to address the child's/children's needs and to mitigate risk;
- the potential complexity of peer on peer abuse and of children's experiences and consider the interplay between power, choice and consent. While children may appear to be making choices, if those choices are limited they are not consenting; and
- the views of the child/children affected. Unless it is considered unsafe to do so (for example, where a referral needs to be made immediately), the DSL should discuss the proposed action with the child/children and their parents and obtain consent to any referral before it is made. The School should manage the child/children's expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so.

15.2. What should you do if you suspect either that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s)?

- If a student is in immediate danger, or at risk of significant harm, a referral to children's social care (if the student is aged under 18) and/or the police should be made immediately.
- Anyone can make a referral.
- Where referrals are not made by the DSL, the DSL should be informed as soon as possible that a referral has been made. Refer to our Child Protection Policy for further details.

15.3. Reports of sexual violence and peer on peer abuse are often complex and require difficult decisions to be made, on a case-by-case basis, with the DSL taking the lead role, supported by external agencies such as children's social care or the police. Some situations are statutorily clear: a child under the age of 13 can never consent to sexual activity (the age of consent is 16); sexual intercourse without consent is rape (as defined in law); creating or sharing sexual images or videos of under 18s is illegal, including children making or sharing these themselves.

15.4. If a member of staff thinks for whatever reason that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s), they will discuss their concern with the DSL without delay (in accordance with our Child Protection Policy) so that a course of action can be agreed. If a child speaks to a member of staff about peer on peer abuse that they have witnessed or are a part of, the member of staff will listen to the child and use open language that demonstrates understanding rather than judgement. For further details please see the procedure set out in our Child Protection Policy. A factual record should be made of the concern or allegation, taking the victim seriously, but no attempt at this stage should be made to investigate the circumstances, unless a child is in immediate danger or is at risk of harm, in which case, an immediate referral will be made to children's social care and/or the police. Additionally, in cases where there is a report of rape, assault by

penetration or sexual assault this should be passed to the Police. Students will not be made to feel ashamed for making a disclosure.

- 15.5. The DSL will follow the advice for practitioners in *“What to do if you’re worried a child is being abused”* and will follow through the outcomes of the discussion and, if so advised by Children Social Care, will make a formal referral if the incident meets the referral threshold set by the Local Safeguarding Children Board ensuring effective information sharing with any agencies or other professionals involved. The DSL will ensure good record keeping of related conversations, meeting and communications with a copy of the discussions, and outcomes will be kept securely. Staff should not assume that someone else is dealing with the incident and should discuss concerns with the DSL. Where an incident between two students takes place away from the school, the School’s duties and procedures remain the same.
- 15.6. School Staff are trained as per Part One of September 2020 KCSIE on how to manage a disclosure and are aware of anonymity in cases where an allegation is progressing through the criminal justice system. TASIS England will do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, including considering the impact of social media. TASIS England will make a risk assessment in cases of a report of sexual violence, considering the victim, alleged perpetrator and other children at the school. Risk assessments will be kept under review. In cases of sexual violence a professional risk assessment by external specialists may be required and should be used to inform the School’s own risk assessment. TASIS England will consider carefully any report of sexual violence or harassment and act in the best interests of the child. TASIS England will also consider carefully when to inform the alleged abuser, and this may be discussed with relevant agencies. Staff may be expected to participate in any early help assessment, child protection enquiry, strategy discussion or other outcome, following a referral.
- 15.7. Dependent on the disclosure of peer on peer abuse, the School will consider in conjunction with children’s social care the following courses of action:
- **Managing internally with help from external specialists where appropriate:** in some cases of sexual harassment (such as one-off incidents) the School may manage the incident internally, following our behaviour management policy. Moreover, if behaviour between peers is inappropriate or problematic, the School will engage and seek advice from external specialists for support;
 - **Undertake/contribute to an inter-agency early help assessment, with targeted early help services provided to address the assessed needs of a child/children and their family:** this is particularly useful in addressing non-violent, harmful sexual behaviour and may prevent escalation. These services may, for example, include CAMHS, a specialist harmful sexual behaviour team, and/or youth offending services;
 - **Refer child/children to children's social care for a section 17 and/or 47 statutory assessment:** in cases where there has been harm, or there is an immediate risk, a referral will be made to children’s social care. As a matter of best practice, if an incident of peer on peer abuse requires referral to and action by children’s social care and a strategy meeting is convened, then the School will hold every professional involved in the case accountable for their safeguarding response, including themselves, to both the child who has experienced the abuse, and the child who was responsible for it, and the contexts to which the abuse was associated; and
 - **Reporting to the police:** in cases where rape, assault by penetration or sexual assault is reported, this will ordinarily be reported to the police. However, there are some circumstances where it may not be appropriate to report such behaviour to the police. For example, where the exchange of youth produced sexual imagery does not involve any aggravating factors. All concerns/allegations will be assessed on a case by case basis, and in light of the wider context. However, TASIS England will not wait for the outcome of a police investigation before protecting the students involved and other children in the school. The DSL will work closely with the police to ensure that the School’s actions do not jeopardise the police investigation. If a child is convicted or cautioned, the School will update the risk assessment and consider suitable action through the behaviour management policy.

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15.8. It is important for TASIS England to ensure the students involved in the allegation remain protected, especially from bullying or harassment. Where no further action is taken, or a child found not guilty, TASIS England will continue to support the students involved.

16. How students involved in Peer on Peer abuse will be supported

All students involved, are treated as being 'at risk'; a thorough risk-assessment and risk-based decision-making (with the benefit of the advice of statutory authorities, where appropriate) will be carried out with a view to ensuring the safety of all students. For example, whether the accused student should be removed from school for a period, or removal of the alleged abuser from classes and any transport etc. which is shared with the student who has been abused, whether sleeping arrangements should be changed for boarders, whether contact with certain individuals should be prevented or supervised, the availability of counselling such as referring students to an external safeguarding agency such as ChildLine and NSPCC and the adequacy of arrangements for listening to children etc.

16.1. Additionally:

- Support for the victim will consider their age, the nature of the allegations and the risk of further abuse; an alleged perpetrator may have unmet needs themselves.
- The needs and wishes of the victim will be paramount, and they will be able to continue their normal routine as far as possible.
- TASIS England will be prepared to support a victim over a long period of time.
- Where the victim or perpetrator moves to another school it is important that the new establishment is made aware of any ongoing support needs.
- TASIS England must ensure that both parties are safeguarded, providing students with education and support as necessary.
- TASIS England may discipline the alleged abuser, including while the police or social care investigation is ongoing, although they will liaise with these bodies to assist in determining any sanctions.
- TASIS England will be clear about when their actions are to support the victim or perpetrator, and when their actions are to discipline the perpetrator for their past conduct.
- A student against whom an allegation of abuse has been made may be excluded from the school for a fixed period during the investigation. The School's policy on behaviour, discipline and sanctions will apply.
- All information related to reports and assessments will be managed and protected in accordance with our Data Protection and Confidentiality and Information Sharing policies.

16.2. If it is necessary for a student to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of Children's Social Care, the student's parents are informed as soon as possible and that the student is supported during the interview by an appropriate adult. Normally, the DSL will try to discuss any concerns about a child's welfare with the family and where possible seek their agreement to making a referral to C-SPA if necessary. However, in accordance with DfE guidance, this will only be done when this will not place the child at increased risk. The child's views will also be taken into account. Where there are doubts or reservations about involving the child's family, the DSL should clarify with C-SPA or the police whether, and if so when and by whom, the parents should be told about the referral. This is important in cases where the Police may need to conduct a criminal investigation. Where appropriate, the DSL should help the parents understand that a referral is in the interests of the child and that the School will be involved in the enquiry or police investigation. In the case of students whose parents are abroad, the student's Education Guardian will be requested to provide support to the student and to accommodate him/her if it is necessary to exclude him/her during the investigation.

16.3. Where neither social services nor the Police accept the complaint, a thorough school investigation should take place into the matter using the School's usual disciplinary procedures. In situations where the School considers a safeguarding risk is present, a risk assessment will be prepared along with a preventative supervision plan. The plan should be monitored, and a date set for a follow-up evaluation with everyone concerned.

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16.4. When a student is in need of *urgent* medical attention and there is suspicion of abuse, an ambulance should be called. If the response from the emergency services states that the School should take the child to hospital then the DSL, with an escort, should take the child to the Accident and Emergency Unit at the nearest hospital. They should notify C-SPA and seek advice about what action the C-SPA or the police will take and how the parents will be informed. Normally, parents would be informed that a child requires urgent hospital attention. If the suspected abuse is sexual then the medical examination should be delayed until the C-SPA and the police can liaise with the hospital, unless the needs of the child are such that medical attention is the priority. There must at all times be a responsible adult with the child, whether from the School, C-SPA or the police, if the parents are not present. All unnecessary delays should be eradicated and inaction at any level can and should be challenged.

17. Working with parents and carers

TASIS England will, in most cases, engage with the parents of the students involved and will consider carefully what information they provide. It is good practice for TASIS England to meet the students' parents with the students present to discuss what safeguarding arrangements are being put in place, such as moving classes or accommodation arrangements.

18. Supporting witnesses of sexual violence or sexual harassment

Consideration should be given to supporting children who have witnessed sexual violence, especially rape and assault by penetration. Witnessing such an event is likely to be traumatic and support may be required. Following any report of sexual violence or sexual harassment, it is likely that some children will take "sides". The School will do all we can to ensure both the victim and alleged perpetrator, and any witnesses, are not being bullied or harassed. Social media is very likely to play a significant role in the fall out from any incident or alleged incident. There is the potential for contact between victim and alleged perpetrator and a very high likelihood that friends from either side could well harass the victim or alleged perpetrator online. When writing a risk-assessment for the students involved in an incident of sexual violence or sexual harassment, the School will consider any additional potential support needs to keep all our students safe.

19. Disciplinary action

The School will consider whether disciplinary action may be appropriate for any child/children involved – any such action should address the abuse, the causes of it, and attitudes underlying it. Disciplinary action may sometimes be appropriate, including (a) to ensure that the child/children take(s) responsibility for and realise(s) the seriousness of their behaviour; (b) to demonstrate to the child/children and others that Peer on Peer abuse can never be tolerated; and (c) to ensure the safety and wellbeing of other children. However, these considerations must be balanced against the child's/children's own potential unmet needs and any safeguarding concerns. Before deciding on appropriate action the School will always consider its duty to safeguard all children from harm; the underlying reasons for a child's behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the peer on peer abuse and the causes of it.

19.1. The School will, where appropriate, consider the potential benefit, as well as challenge, of using managed moves or exclusion as a response, and not as an intervention, recognising that even if this is ultimately deemed to be necessary, some of the measures referred to in this policy may still be required. Exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of the other children in the School. Disciplinary interventions alone are rarely able to solve issues of peer on peer abuse, and the School will always consider the wider actions that may need to be taken, and any lessons that may need to be learnt going forwards, as set out above and below.

20. On-going proactive work to a contextual whole-school approach

The School's response to concerns/allegations of peer on peer abuse should be part of on-going proactive work by the School to embed best practice and take a contextual whole-school approach to such abuse. As such the School's response

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can become part of its wider prevention work. This response may include the School asking itself a series of questions about the context in which an incident of peer on peer abuse occurred in the School, the local community in which the School is based, and the wider physical and online environment – such as:

- what protective factors and influences exist within the School (such as positive peer influences, examples where Peer on Peer abuse has been challenged etc.) and how can the School bolster these;
- how (if at all) did the School's physical environment contribute to the abuse, and how can the School address this going forwards, for example by improving the School's safety, security and supervision;
- did wider gender norms, equality issues and/or societal attitudes contribute to the abuse;
- what was the relationship between the abuse and the cultural norms between staff and students and how can these be addressed going forwards;
- does the abuse indicate a need for staff training on, for example, underlying attitudes, a particular issue or the handling of particular types of abuse;
- how have similar cases been managed in the past and what effect has this had;
- does the case or any identified trends highlight areas for development in the way in which the School works with children to raise their awareness of and/or prevent peer on peer abuse, including by way of the School's PSHE curriculum and lessons that address underlying attitudes or behaviour such as gender and equalities work;
- are there any lessons to be learnt about the way in which the School engages with parents to address peer on peer abuse issues;
- are there underlying issues that affect other schools in the area and is there a need for a multi-agency response;
- does this case highlight a need to work with certain children to build their confidence and teach them how to identify and manage abusive behaviour; and
- were there opportunities to intervene earlier or differently and/or to address common themes amongst the behaviour of other children in the School?

Appendix 1

21. Youth produced sexual imagery

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. The DfE provides [searching, screening and confiscation advice for schools](#). The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published [sexting advice for schools and colleges](#). However, this online technology has also given children themselves the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal. Youth produced sexual imagery refers to both images and videos where a person under the age of 18:

- creates and shares sexual imagery of themselves with a peer under the age of 18, or sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'. Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly. If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery. All members of staff (including non-teaching staff) are aware of how to recognise and refer any disclosure of incidents involving youth produced sexual imagery. This will be covered within staff training and within the School's child protection policy.

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process, unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm, a referral should be made to Children's Social Care or the Police as appropriate. Immediate referral at the initial review stage should be made to Children's Social Care/Police if;

- the incident involves an adult;
- there is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
- what you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
- the imagery involves sexual acts;
- the imagery involves anyone aged 12 or under; and
- there is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above applies then the DSL will use their professional judgement to assess the risk to students involved and may decide, with input from the Head of School, to respond to the incident without escalation to Children's Social Care or the Police. In applying judgement the DSL will consider if;

- there is a significant age difference between the sender/receiver;
- there is any coercion or encouragement beyond the sender/receiver;
- the imagery was shared and received with the knowledge of the child in the imagery;
- the child is more vulnerable than usual i.e. at risk;
- there is a significant impact on the children involved;

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- the image is of a severe or extreme nature;
- the child involved understands consent;
- the situation is isolated or if the image has been more widely distributed;
- there other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances; and
- the children have been involved in incidents relating to youth produced imagery before.

If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the Police or Children’s Social Care. Otherwise, the situation will be managed within the school. The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures. This guidance reflects the UKCCIS Guidance (2016)

<https://www.safeguardingschools.co.uk/wp-content/uploads/2016/08/Sexting-in-schools-and-colleges-UKCCIS-August-2016.pdf>

Removal of sexual images/videos

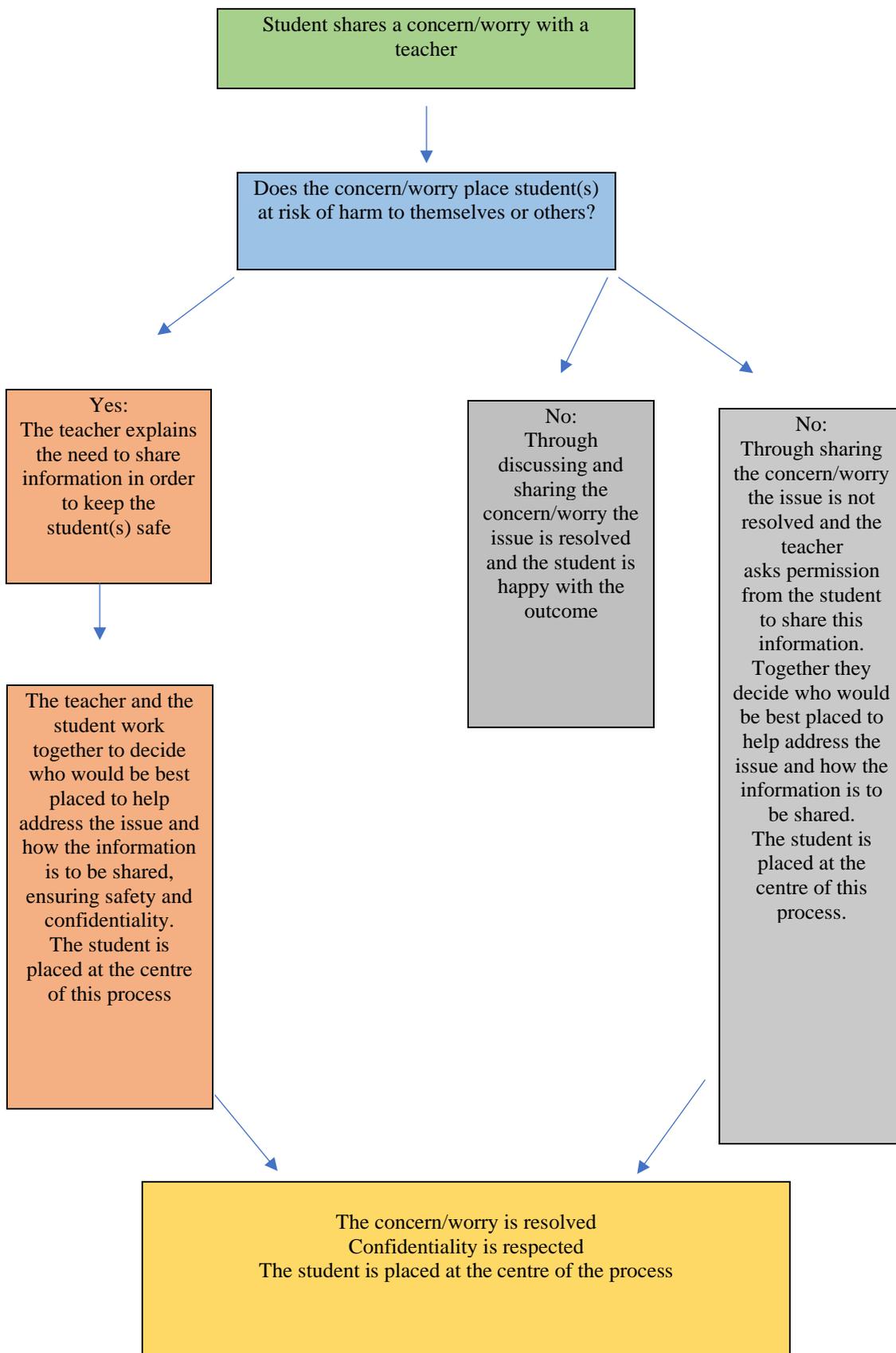
If the incident involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed through the Internet Watch Foundation (IWF). The IWF will make an assessment of whether the image is illegal in line with UK Law. If the image is assessed to be illegal, it will be removed and added to the IWF’s Image Hash list.

Education

Teaching about safeguarding issues in the classroom can prevent harm by providing children with skills, attributes and knowledge to help them navigate risks. The School will provide children with opportunities to learn about the issue of youth produced sexual imagery, as part of its commitment to ensure that they are taught about safeguarding, including online, through teaching and learning opportunities – as also referred to in the School’s E-Safety Policy.

Appendix 2

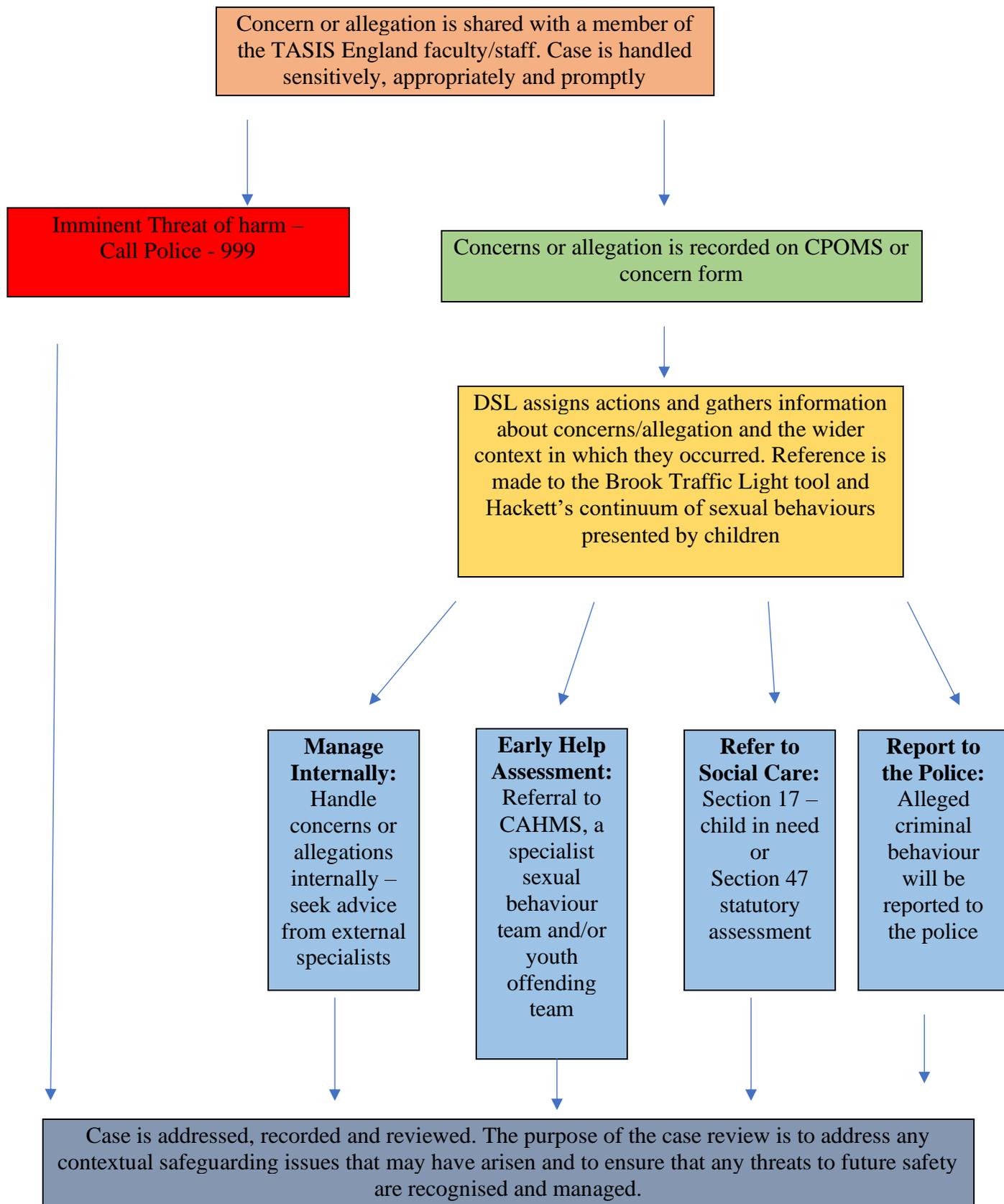
Student Concern/Worry Procedure for All Issues – Inclusive of Peer on Peer Abuse



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Appendix 3

Peer on Peer Abuse Protocol



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Appendix 4

Peer on Peer Abuse/HSB Record

Section 1: Details of those involved:

Alleged Victim(s)

Name	Age	Gender	Grade	Day/Boarding	HP/Advisor

Alleged Perpetrator(s)

Name	Age	Gender	Grade	Day/Boarding	HP/Advisor

Section 2: Details of the incident:

Type of Alleged Peer on Peer Abuse	Date	Type of Alleged Peer on Peer Abuse
Sexual activity: <ul style="list-style-type: none"> Rape Oral sex Masturbation Kissing Rubbing and touching Looking at/creating sexual images Up skirting 		Sexual Abuse: <ul style="list-style-type: none"> Forcing or enticing a child to take part in sexual activity
Sexual Harassment: <ul style="list-style-type: none"> Unwanted conduct of a sexual nature Online or in person 		Bullying: <p>Emotional Cultural Perceived Status</p> <p>Physical Sexist Religious</p> <p>Cyberbullying Sexual SEN/Disability</p> <p>Racist Homophobic Verbal</p> <p>Written</p>
Sexual Violence: <ul style="list-style-type: none"> Rape Assault by penetration Intentional sexual touching 		Banter: <p>Emotional Cultural Perceived Status</p> <p>Physical Sexist Religious</p> <p>Cyberbullying Sexual SEN/Disability</p> <p>Racist Homophobic Verbal</p> <p>Written</p>

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Section 3: Location and context of the incident:

Location/Context

Section 4: Outcomes

Outcomes		
Disciplinary	Pastoral	Contextual

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Appendix 5

Risk Assessment for TASIS School		
Risk Assessment for: Peer on Peer Abuse		RA Review Date: August 2021
Carried out by: Jason Tait	Approved by: Head of School and School Wide Safeguarding Team	RA Date: May 29th 2019

<u>What are the Hazards?</u>	<u>Level of risk</u>			<u>Who might be harmed and how?</u>	<u>Control Measures</u>			
	Low	Med	High		Action to be taken to lower the risk.	Action by whom?	Action by when?	Level of risk reduced to low
Bullying				Students through being the victim of bullying behaviour by peers, both in person and online. Such actions may also take place outside of school.	<ul style="list-style-type: none"> - TASIS will have a clear and accessible anti-bullying policy that is reviewed, minimally, on an annual basis. - TASIS will have anti-bullying coordinators in every division of the school. These people will be responsible for ensuring that TASIS follows the procedures and ethos outlined in the anti-bullying policy. - The mission and ethos of the school and Spiritual, Moral, Social and Cultural (SMSC) development actively promotes an appreciation for diversity and respect for all cultures and people. 	TASIS England Senior Leadership Team (SLT), teachers, staff, parents and students	Ongoing through-out the school year	

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					<ul style="list-style-type: none"> - TASIS, through PSHE and the homeroom, advisory and boarding program, will communicate to students that we do not tolerate such behaviour and what to do if you are either the victim of bullying and/or witness such acts. - TASIS will be known as a listening school and educate all faculty and staff in how to develop trusting relationships with students, thus encouraging the sharing of information and disclosure about instances of bullying. - Students will be required to read and sign our acceptable use policy, which clearly states that TASIS will not tolerate any form of cyberbullying. This information will be shared with parents. - Student leaders, across the school, will trained as to how they should look to address all forms of bullying. 			
<p>Discrimination, as defined in the 2010 Equalities Act:</p> <p>Age</p> <p>Disability</p>				<p>Students, through discriminatory behaviours of peers and/or adults</p>	<p>Single Equalities, Race Equality, and Equal Opportunities policies have been written and shared with the community, evidencing our zero-tolerance stance on discrimination</p> <p>TASIS provides training for faculty, staff and students in relation to being able to identify discrimination and how it should be countered</p>	<p>TASIS England SLT, teachers, staff, parents, and students</p>	<p>Ongoing through-out the school year</p>	

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Gender reassignment					DSL has created specific reporting categories based on discrimination in CPOMS and on the LMS behaviour management reporting systems			
Marriage or civil partnership								
Pregnancy and maternity					All members of the community can share concerns with the DSL via: dsl@tasisengland.org			
Race								
Religion or belief					Students can share concerns via Tootoot and the Student Voice Page, as well as Advisors, House Parent/Deputy House Parent, Tutor and Teacher			
Sex								
Sexual orientation					Develop curricular links across the school that highlight and reflect issues around discrimination and how they should be addressed			
Sexting				<ul style="list-style-type: none"> - Both the victim and perpetrator of sharing youth produced sexual imagery. - Students, who have received youth produced sexual imagery but were neither the victim or perpetrator of such actions. 	<ul style="list-style-type: none"> - TASIS will have a clear and accessible Child Protection and Safeguarding Policy and E-safety Policy that is reviewed, minimally, on an annual basis. - All students, as part of the PSHE program, will receive explicit education about sexting and the dangers that this type of behaviour can have for students, including the legal ramifications of such actions. - Faculty and staff will receive training as to how to identify issues of sexting and how to address such 	TASIS England SLT, teachers, staff, parents and students	Ongoing through-out the school year	

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				<ul style="list-style-type: none"> - Such actions could have legal implications, especially if the distribution of such images took place. 	<p>issues if a student should disclose such concerns.</p> <ul style="list-style-type: none"> - Parents, via the school’s E-safety website, parent workshops and regular updates will be informed as to how to keep their child safe online and how to support them should they be involved in any aspect of sexting. 			
Sexual Harassment				<ul style="list-style-type: none"> - Students, who are both the victim and perpetrator of such actions, including possible legal ramifications of sexual harassment. 	<ul style="list-style-type: none"> - TASIS will have a clear and accessible Child Protection and Safeguarding Policy and E-safety Policy that is reviewed, minimally, on an annual basis. - DSL and DDSLs will consult the Brook Traffic light tool to assess the severity of the case and to guide our response. - All students, through the PSHE program, will be taught about healthy relationships and how to recognise and address unhealthy relationships. - The mission, ethos and SMSC development of the school will promote healthy and respectful relationships. - Students will be involved in the development of a referral process that encourages students to share concerns and worries about such issues. This referral process will be readily accessible to students, via 	TASIS England SLT, teachers, staff, parents and students	Ongoing through-out the school year	

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				<p>the LMS and posters in classrooms and boarding houses.</p> <ul style="list-style-type: none"> - Faculty and staff will be trained to recognise and address such instances of sexual harassment and to promote and role model healthy relationships. 			
Banter				<p>Students, who are both the victim and perpetrator of such actions</p> <ul style="list-style-type: none"> - TASIS will have a clear and accessible child protection and safeguarding policy that is reviewed, minimally, on an annual basis. - All school leaders, faculty/staff and student leaders will be expected to challenge all instances of: the telling of sexual stories, lewd comments, sexual remarks about clothes and appearance and calling someone sexualised names; sexual “jokes” or taunting; - All students, through the PSHE program, will be taught about healthy relationships and how to recognise and address unhealthy relationships. - The mission, ethos and SMSC development of the school will promote healthy and respectful relationships. - Students will be involved in the development of a referral process that encourages students to share concerns and worries about such 	TASIS England SLT, teachers, staff, parents and students	Ongoing throughout the school year	

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				<p>issues. This referral process will be readily accessible to students, via the LMS and posters in classrooms and boarding houses.</p> <ul style="list-style-type: none"> - Faculty and staff will be trained to recognise and address such instances of banter and to promote and role model healthy relationships. 			
Sexual violence – rape, assault by penetration and sexual assault			Students, who are both the victim and perpetrator of such actions, including possible legal ramifications of sexual violence.	<ul style="list-style-type: none"> - TASIS will have a clear and accessible Child Protection and Safeguarding Policy that is reviewed, minimally, on an annual basis. - DSL and DDSLs will consult the Hackett Harmful Sexual Behaviour framework to assess the severity of the case and to guide our response. - All students, through the PSHE program, will be taught about healthy relationships and how to recognise and address unhealthy relationships. This program will also educate students on the impact this type of behaviour can have for students, including the legal ramifications of such actions. - The mission, ethos and SMSC development of the school will promote healthy and respectful relationships. - Students will be involved in the development of a referral process that encourages students to share 	TASIS England SLT, teachers, staff, parents and students	Ongoing through-out the school year	

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					<p>concerns and worries about such issues. This referral process will be readily accessible to students, via the LMS and posters in classrooms and boarding houses.</p> <ul style="list-style-type: none">- Faculty and staff will be trained to recognise and address such instances of sexual violence and will know and understand the referral process for addressing such issues, in an empathetic and sensitive manner.			
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