



1 Introduction

Holme Court School recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse.

2 Scope of policy

This policy relates to all pupils at Holme Court School irrespective of whether incidents occur inside or out of school.

The contents of this policy and the procedures identified in both the policy and supporting guidance apply to the Proprietor, all staff and visitors to the school. It is also relevant to parents.

This policy and the supporting guidance is specifically discussed as part of staff induction and is revisited on an annual basis to ensure that all staff have a clear understanding of the expectations relating to their role.

Copies of this policy are available to all staff and parents via the school's website. Furthermore, all staff have access via the School Share Point-staff team-policies-safeguarding.

3 Policy statement

The Proprietor and all staff at Holme Court School 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 must
 - (a) be aware of the nature and level of risk to which our pupils are or may be exposed, and put in place a clear and comprehensive strategy which is tailored to their specific safeguarding context
 - (b) take a whole-school community Contextual Safeguarding approach to preventing and responding to peer-on-peer abuse
- regard the introduction of this policy as a preventative measure.
- do not feel it is acceptable merely to take a reactive approach to peer-on-peer abuse in response to alleged incidents of it
- believe that in order to tackle peer on peer abuse proactively, it is necessary to focus on all four of the following areas:
 - (i) systems and structures
 - (ii) prevention
 - (iii) identification
 - (iv) response/intervention

- recognise national and increasing concern about this issue, and wish to implement this policy in order to mitigate harmful attitudes and peer-on-peer abuse in the school setting
- 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.

4 Legislative-statutory compliance

This policy concentrates on peer-on-peer abuse in the context of sexual harassment and sexual violence, physical abuse and emotional abuse.

It is compliant with the statutory guidance on peer-on-peer abuse as set out in Keeping Children Safe in Education (September 2025).

It conforms to the legal requirements of:

- Equalities Act 2010
- Human Rights Act 1998

It also takes onto consideration

- Education (Independent School Standards) Regulations 2014
- Non-Maintained Special Schools (England) Regulations 2015
- The United Nations convention on the Rights of the Child 1992

5 Aims of policy

The aim of this policy is to:

- communicate the school's strategy for preventing, identifying and appropriately managing peer on-peer abuse
- take a contextual approach to safeguarding all children and young people involved-acknowledging that children who allegedly abused their peers or displayed harmful sexual behaviour are themselves vulnerable and may have been abused by peers, parents or adults in the community.

6 Definitions

Peer-on-peer abuse

"Peer-on-peer abuse is sexual, emotional or physical abuse that happens between children of a similar age or stage of development. It can happen between any number of children and can affect any age group" (Department for Education (DfE), 2021).

"It can be harmful to the children who display it as well as those who experience it. Children can experience peer-on-peer abuse in a wide range of settings, including at school, at home, in someone else's home or in public spaces online" (NSPCC, 2018).

"It can take place in spaces which are supervised or unsupervised. Within a school context, for example, peer-on-peer abuse might take place in spaces such as toilets, the playground, corridors and when children are walking home" (Contextual Safeguarding Network, 2020).

Harmful Sexual behaviour

In regard to Harmful Sexual behaviour, we are adopting the NSPCC definition: - *"Sexual behaviours expressed by children...that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child...or adult."*

7 Understanding peer-on-peer abuse

Sexual violence and sexual harassment can occur between two children of any age and sex or a group of children sexually assaulting or sexually harassing a single child or group of children.

8 The context

Peer-on-peer abuse 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.

It is essential that responses to incidents are proportionate and contextual.

In order to achieve this, it is important to understand what healthy sexual development looks like in children as they grow. Children's sexual development is shaped by their environment, experiences and what they see. Children now are more likely to see or come across sexual images and videos at a younger age than their parents would have done. This can be through films, music videos or online, including pornography.

Every child is different and may become interested in relationships, sex and sexuality at slightly different ages. But as children get older, the way they express their sexual feelings changes. It is natural for teenagers to show interest in sex and relationships for example, or for children to be curious about the changes that happen during puberty.

Many sexual behaviours children and teenagers show as they grow up are normal and healthy, so long as they're not causing harm to others or to the children themselves.

In this policy we recognise the importance of distinguishing between problematic and abusive sexual behaviour (Harmful Sexual Behaviour HSB).

To support this, we use the Cambridgeshire & Peterborough Safeguarding Children Partnership Board Child Sexual Behaviour Assessment Tool (Appendix1) to consider the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant

9 Vulnerable groups

While we recognise that all children can be at risk, we acknowledge that some groups have been identified as being more vulnerable.

This can include children who:

- have experience of abuse within their family
- live with domestic violence
- live in care
- go missing
- have additional needs (SEN and/or disabilities)
- identify or are perceived as LGBT and/or have other protected characteristics under the Equalities Act 2010.

Whilst research tells us that girls are more frequently identified as being abused by their peers and, girls are more likely to experience unwanted sexual touching in schools this is not confined to girls. Boys are less likely to report intimate relationship abuse and may display other behaviour such as antisocial behaviour. Boys report high levels of victimisation in areas where they are affected by gangs.

We recognise that both boys and girls experience peer on peer abuse, but they do so in gendered ways.

10 Identifying peer-on-peer abuse

As children develop healthily, it is normal for them to display certain types of behaviour.

It is important that adults who work or volunteer with children can identify if any behaviour has become harmful or abusive and respond proportionally to keep all the children involved safe.

We recognise that 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 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 harassment, 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, and/or 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
- 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 element online)

It can also manifest itself in other ways such as:

- child sexual exploitation
- children who display sexually harmful behaviour
- gang association and serious violence (County Lines)
- radicalisation

Some of these behaviours will need to be handled with reference to other school policies such as the behaviour policy, anti-bullying policy, safeguarding/child protection policy and online safety policy.

All staff must be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime.

These may include;

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm
- a significant change in wellbeing
- signs of assault or unexplained injuries
- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

11 Determining the level of incidents

Determining the level of incidents is not always clear-cut. At Holme Court School we use Cambridgeshire & Peterborough Safeguarding Children Partnership Board Child Sexual Behaviour Assessment Tool to support this.

The document considers the following:

- Chronological and developmental ages of everyone involved
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation

- What was the degree of physical aggression, intimidation, threatening behaviour or bribery
- The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret
- The child or young person's motivation or reason for the behaviour, if they admit that it occurred
- Whether this was a one-off incident, or longer in duration

NB Where incidents involve pupils from other LAs, these will be consulted as required to ascertain if they have alternative assessment tools which they wish to be used.

12 Seeking external support

Cases of peer-on-peer abuse are often complex, may involve multiple young people, and consent may be unclear. This is especially difficult when young people may be victims but also involved in the harm of others.

In some instances, it may be most appropriate, for schools to respond internally. However, in other instances, cases may require a referral to the police and/or social care.

The school will refer to the Cambridgeshire & Peterborough Safeguarding Children Partnership Board Child Sexual Behaviour Assessment Tool (or relevant LA alternative if required) and consider the following when deciding if an incident requires referral to social care/ police.

Cases that may be best responded to in-school sit between 'Normal/Healthy' and the 'Inappropriate' section on the Assessment Tool.

- Single instances of inappropriate sexual behaviour
- Socially acceptable behaviour within peer group
- Context for behaviour may be inappropriate
- Generally consensual and reciprocal

Incidents where a referral to police/ social care is always required are defined in the Tool as 'Violent and Abusive.'

- Victimising intent or outcome
- Includes misuse of power
- Coercion and force to ensure compliance
- Intrusive
- Informed consent lacking or not able to be freely given
- May include elements of expressive violence
- Physically violent sexual abuse
- Highly intrusive
- Instrumental violence which is psychologically and/or sexually arousing to the child responsible for the behaviour
- Sadism

Cases of peer-on-peer abuse are not always clear cut and there are many grey areas. These grey areas fall under the Inappropriate/ Problematic section of the continuum.

- Developmentally unusual and socially unexpected
- No overt elements of victimisation
- Consent issues maybe unclear
- May lack reciprocity or equal power
- May include levels of compulsivity

13 Responding to alleged incidents-reports of sexual violence and sexual harassment

The DSL/DDSL will take a leading role in managing the response, using their professional judgement and supported by other agencies such as social care or the police as required.

All responses to peer-on-peer abuse will be informed by the flow charts, continuum and by liaising with the relevant Education Safeguarding Lead.

The immediate response to a report

- The School will take all reports seriously and will reassure the victim that they will be supported and kept safe
- Staff will not promise confidentiality as the concern will need to be shared further
- Staff will however, only share the report with those who are necessary to process it
- A Welfare Concern slip will be completed on Behaviour Watch by the person receiving the report. This will be done as soon after the report as possible and will record the facts as presented by the pupil. This may be used as part of a statutory assessment in the case is escalated later
- Upon saving the Welfare Concern slip- the system will immediately alert the Safeguarding team
- Where the report includes an online element the School will follow advice on searching, screening and confiscation. In such instances the staff will not view or forward images unless unavoidable and only if another member of staff (preferably the DSL) is present.

Action following a report of sexual violence and/or sexual harassment

As soon as the DSL/DDSL receives the completed incident report, an assessment of the victim and the pupil alleged to have caused harm is required.

Following an incident, the School will consider:

- The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment

- The nature of the alleged incident(s), including, whether a crime may have been committed and a consideration of harmful sexual behaviour

Follow up actions

Risk and needs assessment/ Safety plan

When there has been a report of peer-on-peer abuse that sits under the Abusive and Violent sections on the flow chart, the DSL/DDSL will make an immediate risk and needs assessment (Safety Plan).

Where there has been a report of sexual harassment, a safety plan must be completed and submitted to the MASH.

The risk and needs assessment will consider:

- The victim, especially their protection and support
- The alleged perpetrator
- All the other pupils (and if appropriate adults and staff) at the school, especially any actions that are appropriate to protect them

Risk and needs assessments/ safety plans will be stored in the pupil's CP file which is locked in the Safeguarding filing cabinet.

Separation

If the pupils involved are in the same class, the school will need to consider carefully whether to separate them while the concerns are being investigated.

In situations of alleged rape and assault by penetration, the statutory guidance is clear that the pupil alleged to have caused harm should always be removed from classes they share with the victim. The school will consider how best to keep the victim and pupil alleged to have caused harm a reasonable distance apart while they are on the same premises, as well as on transport to and from school where appropriate.

The school will need to consider how long these measures should be in place, especially if any police investigation is inconclusive. Lack of a conviction is not the same as the allegation being unfounded.

The school must continue to provide support to the victim and pupil alleged to have caused harm for as long as necessary. Therefore, any separation arrangements must also be continued with for as long as is necessary to make sure pupils are safe.

There are different factors which must be considered prior to the separation of pupils occurring. These factors are:

- the allegation itself
- the context of the allegation

- the wishes and feelings of the victim(s)
- the threshold the allegation meets

As part of the consideration as to whether or not the pupils are separated in School, safety mapping will be used so that the victim can clearly identify where they feel safest in school and any areas they do not feel safe. This will also allow School to map out areas each pupil can frequent without concern or worry that the other will be there.

These actions are in the best interests of both pupils and should not be perceived to be a judgment on the guilt of the pupil alleged to have caused harm.

It is essential that the victim is able to express their wishes and feelings in respect of the action the school takes. In some circumstances the victim may state that they do wish for separation to occur but rather that a seating plan is implemented. This is again considered alongside the context, the allegation itself and the threshold that is met.

If multiple young people are involved, then the school will complete peer mapping and consult with the victim(s) regarding safety mapping both within school and outside of school.

14 Case management

Cases of peer-on- peer abuse are often complex, may involve multiple young people, and consent may be unclear. This is especially difficult when young people may be victims but also involved in the harm of others.

Options to manage the report

Internal management

1 In some instances it may be considered most appropriate, for the school to respond internally. This may be a result of a one-off incident, where we may decide that the pupils concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, through utilising the school's behaviour policy and/or providing pastoral support.

This decision will be made based on the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All decisions and discussions around making these decisions will be recorded on the pupil's CP File by the DSL/DDSL, which is stored in the locked safeguarding filing cabinet.

Details of sanctions for the pupil alleged to have caused harm will not be shared with any other persons other than those providing care for them. This is to maintain confidentiality and privacy for the pupil involved.

2 In line with 1 above, the school may decide that the pupils involved do not require statutory interventions but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in the

pupil's life. Providing early help is more effective in promoting the welfare of pupils than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

Seeking external support

3. Where a pupil has been harmed, is at risk of harm, or is in immediate danger, the DSL/DDSL will make a referral to the MASH following locally agreed protocols.

Where statutory assessments are appropriate, the DSL/DDSL will work alongside, and will cooperate with the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the pupil alleged to have caused harm and any other pupil(s) that require support.

15 Reporting to the police

DSLs have a responsibility to report all alleged crimes to the police. The DSL/DDSL will also follow local processes for safeguarding referrals.

Where a report of rape, assault by penetration or sexual assault is made, the starting point is this will be passed on to the police as a matter of urgency. Whilst the age of criminal responsibility is ten, if the child alleged to have caused harm is under ten, the starting principle of reporting to the police remains.

Where a report has been made to the police, the school will consult the police and agree what information can be disclosed to staff and others, the alleged perpetrator and their parents. They will also discuss the best way to protect the victim and their anonymity.

Where there is a criminal investigation, the DSL/DDSL will work closely with the relevant agencies to support all pupils involved (especially potential witnesses). Where required, advice from the police will be sought in order to help us.

Whilst protecting pupils and/or taking any disciplinary measures against the pupil alleged to have caused harm, the School will work closely with the police (and other agencies as required), to ensure any actions the School take do not jeopardise the police investigation.

16 The end of the criminal process

If a pupil is convicted or receives a caution for a sexual offence, the school will update its safety plan to ensure relevant protections are in place for all pupils. We will consider any suitable action following our behaviour policy.

If the pupil alleged to have caused harm remains in school we will be very clear as to our expectations regarding the pupil alleged to have caused harm now they have been convicted or cautioned. This could include expectations regarding

their behaviour and any restrictions we think are reasonable and proportionate about the pupil alleged to have caused harm's timetable.

Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils in School. We will ensure all pupils involved are protected, especially from any bullying or harassment.

Where cases are classified as "no further action" (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, we will continue to offer support to the victim and the pupil alleged to have caused harm for as long as is necessary.

A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. We will continue to support all parties in this instance. It is also important to note that by law every child has the right to an education and therefore in instances where allegations have been withdrawn, NFA'd, unfounded or unsubstantiated pupils may be placed back into lessons together with a seating plan and safety mapping in place. This will be decided on a case-by-case basis and with consideration to the wishes and feelings of the victim.

17 Support for pupils affected by sexual assault

What support pupils affected by sexual assault require depends on the individual young person. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends; in which case it is necessary that this young person to be monitored and offered support should they require it in the future.

Within school pupils will be offered a named member of staff they can talk to and pastoral support.

If the young person needs further support strategies for managing future issues the services identified to offer additional support will be included in the Safety Plan. Support for victims of sexual assault is available from a variety of agencies (see Appendix 3).

The school will support the victim of sexual assault to remain in school but if they are unable to do so we will enable them to continue their education elsewhere. This decision will be made only at the request of the pupil and their family. If they are moved, we will ensure the new school is aware of the ongoing support they may need. The DSL will support this move.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, we may take suitable action, if we have not already done so in line with the behaviour policy. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the pupil alleged to have caused

harm to remain in the same school would seriously harm the education or welfare of the victim (and potentially other pupils).

Where the pupil alleged to have caused harm is going to remain at the school, the principle would be to continue keeping the victim and pupil alleged to have caused harm in separate classes and use safety mapping to consider the most appropriate way to manage potential contact on school premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

Reports of sexual assault and sexual harassment will, in some cases, not lead to a report to the police (for a variety of reasons). In some cases, rape, assault by penetration, sexual assault or sexual harassment are reported to the police and the case is not progressed or are reported to the police and ultimately result in a not guilty verdict. None of this means the offence did not happen or that the victim lied. The process will have affected both victim and pupil alleged to have caused harm. Appropriate support will be provided to both as required and consideration given to sharing classes and potential contact as required on a case-by-case basis.

All the above will be considered with the needs and wishes of the victim at the heart of the process (supported by parents as required). Any arrangements should be kept under review.

For the young person who has displayed harmful behaviour It is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary. Particular support from identified services may be necessary through an early help referral and the young person may require additional support from family members.

Once the support required to meet the individual needs of the young person is in place it is important that the young person receives a consequence for their behaviour in line with the school's behaviour policy. In cases of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service).

If there is any form of criminal investigation ongoing it may be that this young person does not want to be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education elsewhere. It may be that the behaviour that the young person has displayed may continue to pose a risk to others, in which case an individual risk assessment may be required. This should be completed via a multi-agency response (via a referral to MASH) to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

The school may also choose a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the young person to reflect on their behaviour.

After care

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident.

It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). For this reason, regular reviews with the young people following the incident(s) are imperative.

18 Multi-agency working

The school actively engages with its local partners in relation to peer-on-peer abuse. The school provides places for pupils from a number of different local authorities. The School will work closely with the appropriate authority's children's social care, and/or other relevant agencies, and other schools as necessary.

The relationships the school builds 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 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
- ensure that our pupils can access the range of services and support they need quickly
- support and help inform our local community's response to peer-on-peer abuse
- 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 pupils

Holme Court School takes its legal obligations very seriously and will actively refer concerns /allegations of peer-on-peer abuse where necessary to the relevant LA children's social care, and/or other relevant agencies.

In cases involving pupils who are subject to risk, harm and abuse and who have LAC status, the pupil's social worker must be informed and a coordinated approach to address any incidents or concerns will be required.

19 Physical abuse and online behaviour

Physical Abuse

While a clear focus of peer-on-peer abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive.

These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police.

The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority.

Online Behaviour

Many forms of peer-on-peer abuse have an element of online behaviour including behaviours such as cyberbullying and sexting. Policies and procedures concerning this type of behaviour can be found (in anti-bullying policy, online safety policy, and child protection policy).

20 Prevention

Holme Court School actively seeks to raise awareness of and prevent all forms of peer-on-peer abuse by:

- Educating the Proprietor, all staff and volunteers, pupils, and parents about this issue.
- This will include training the Proprietor, all 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:
 - Contextual Safeguarding
 - The identification and classification of specific behaviours
 - 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
- Educating children about the nature and prevalence of peer-on-peer abuse via PSHE and the wider curriculum
 - Pupils 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 policy towards all forms of peer-on-peer abuse
- Engaging parents on this issue by:
 - Talking about it with parents, both in groups and one to one
 - Asking parents what they perceive to be the risks facing their child and how they would like to see the school address those risks
 - Encouraging parents to hold the school to account on this issue

- Ensuring that all concerns about pupils including 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 pupils who maybe in need of additional support.
 - This is done via the school's behaviour monitoring system Behaviour Watch where all welfare concerns made are immediately flagged to the safeguarding team
- Challenging the attitudes that underlie such abuse (both inside and outside the classroom)
- Working with the Proprietor, all staff and volunteers, pupils 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
- Creating conditions in which our pupils can aspire to and realise safe and healthy relationships
- Creating a culture in which our pupils feel able to share their concerns openly, in a non-judgmental environment, and have them listened to

21 Monitoring and review

This policy is reviewed annually, and updated in the interim, as may be required, to ensure that it continually addresses the risks to which pupils are/or may be exposed.

A number of staff and pupils 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 years as determined by the analysis of recorded incidents.

22 Links to other policies

This 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:

- Behaviour Policy
- Bullying (including cyber-bullying)
- Online Safety Policy
- Safeguarding/Child Protection Policy
- Retention of Records Policy
- Acceptable use agreement

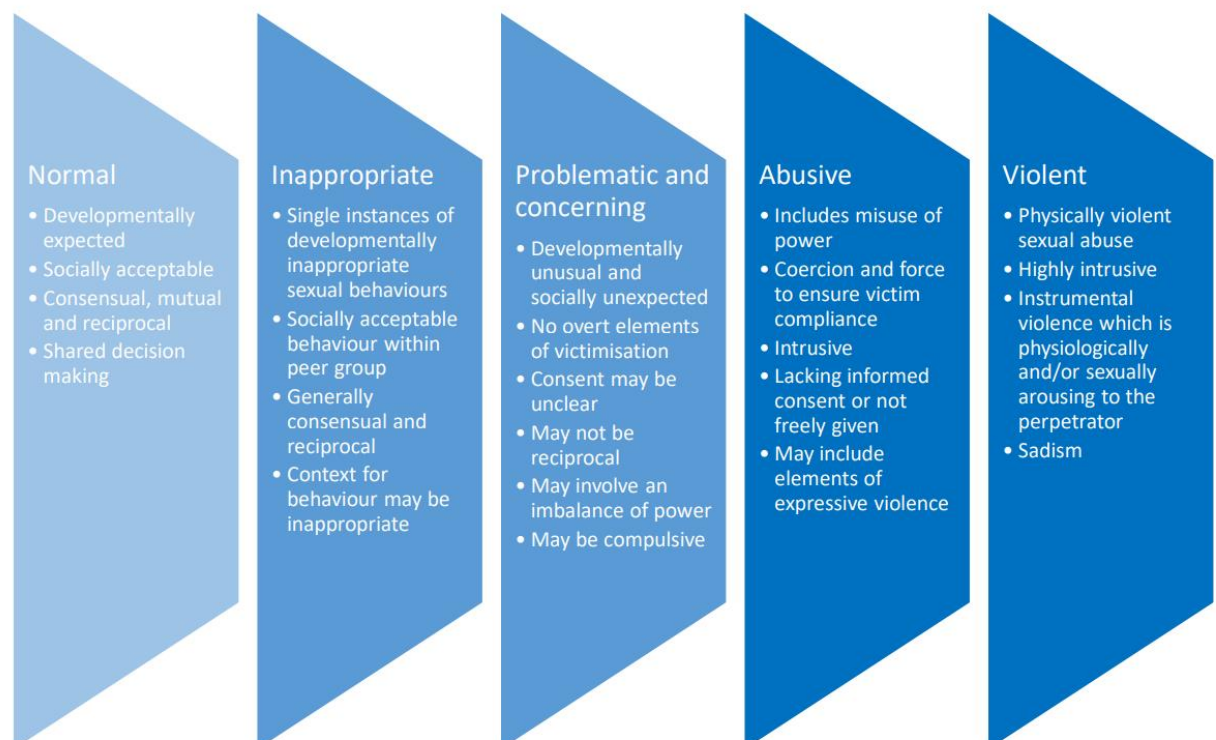
23 Policy administration

Version Number	3.0
Date of review/update	August 2025
Date ratified	Proprietor September 2024
Date of issue	September 2024
Electronic copy of this policy	SharePoint- staff Team/Staff/HR/policies School website www.holmecourt.com
Hard copy available	Red School CP file in admin office
Distribution	All staff, volunteers and parents
Date of next review	August 2026 or sooner if changes to legislation or guidance
Person responsible for review	Head Teacher

	Ratified	Date
Head Teacher	Anita Laws	01/09/2024
Proprietor	Dr H Sturdy	05/09/2024



Cambridgeshire & Peterborough Safeguarding Children Partnership Board
Child Sexual Behaviour Assessment Tool

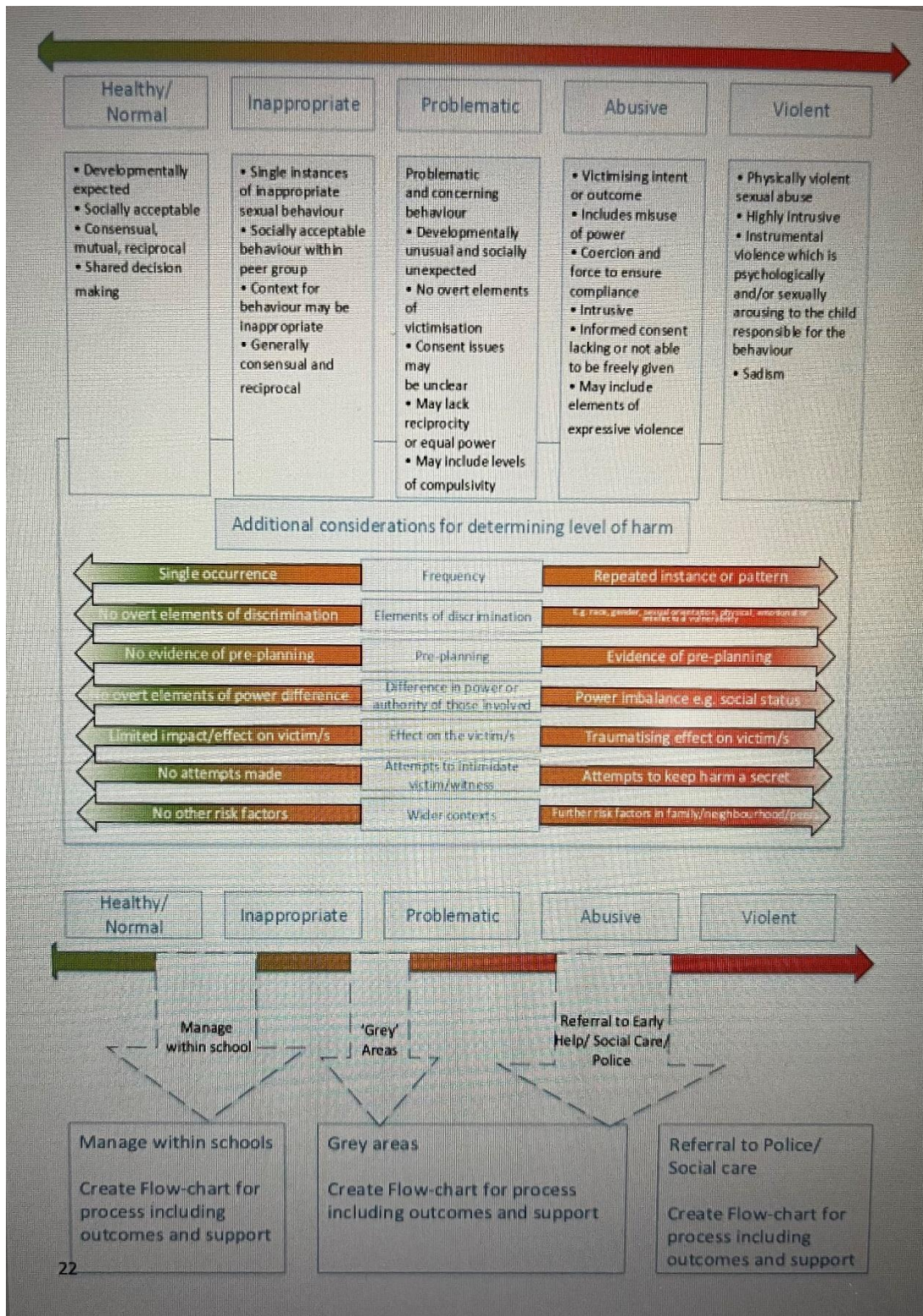




Holme Court
School Cambridge

Referral Pathway Flowchart

**Peer to Peer Abuse Policy
Appendix 2**



22



Holme Court
School Cambridge

Peer to Peer Abuse Policy
Appendix 3

Support for Young People: Local and National

- Internet Watch Foundation (to potentially remove illegal images)

Bedfordshire

Access and Referral Hub-support and advice and to make a referral;	0300 3008585 Mon-Thurs 8.45-5.20pm Fridays 8.45-4.20pm	www.Forms.centralbedfordshire.gov.uk
Out of hours emergency duty team	0300 3008123	Cs.accessandreferral@centralbedfordshire.gov.uk
LADO Bedford Borough	01234 276 693	Lado@bedford.gov.uk
Bedford Central	0300 300 8142	LADO@centralbedfordshire.gov.uk
Luton	01582 548 069	LADO@luton.gov.uk

Cambridgeshire

Children's social care team	03450 455203 Mon-Friday 8am-6pm	
Children's social care team	01733 234724 out of hours	
Education Child Protection Lead	Sara Rogers 01223 729045 0799- 936820	Sara.rogers@cambridgeshire.gov.uk
LADO	01223 727967	LADO@cambridgeshire.gov.uk

Essex

Children's social care team	0345 6037627 Mon-Friday 9am-5pm	
Children's social care team out of hours	03456 061212 out of hours	
LADO	03330 139 797	lado@essex.gov.uk

Hertfordshire

Children's social care team	03001 234043 any time	https://eservices.hertfordshire.gov.uk/services/child_protection-referral
LADO		LADO.Referral@hertfordshire.gov.uk

Norfolk

Children's social care team	0344 800 8020	
LADO		LADO@norfolk.gov.uk

Suffolk

Professional consultation line-advice from MASH social worker	0345 606 1499	
Multi Agency Safeguarding Hub	0345 606 1499 Mon-Thurs 9-5.00pm Fri 9-4.25pm	
Customer First-referrals	0808 800 4005	
LADO	0300 123 2044	LADO@Suffolk.gov.uk

National charities:

Victim Support

A national charity dedicated to helping anyone affected by crime – not just victims and witnesses, but friends, family and anyone else caught up in the aftermath.

Rape Crisis

A national charity offering confidential help, advice and a range of Rape Crisis Centres around the UK.

Galop

A national charity providing advice and support to members of the LGBT community.

Internet Watch Foundation

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 <https://iwf.org.uk>

Survivors UK

A national charity supporting men who have been raped or sexually assaulted.

Crimestoppers

A national charity with a free helpline for reporting crime anonymously.

Refuge

Refuge supports women, children and men with a range of services, including refuges, independent advocacy, community outreach and culturally specific services.

Women's Aid

Women's Aid is a national charity working to end domestic abuse against women and children.

Men's Advice Line: 0808 801 0327 Confidential helpline for men experiencing domestic violence from a partner or ex-partner (or from family members).

