Education Advisory Panel
30 March 2022

Peer-on-Peer Abuse

Karen Nye
County Education Manager
(Vulnerable Children and Young People)

Everyone's Invited website

- A spotlight on the experiences of children and young people both in school and wider society
- Strong and rapid response from Children's Services
- Good multi-agency response; the 3 statutory partners and beyond, alongside the Hampshire Safeguarding Children Partnership (HSCP)
- Good engagement from schools and colleges
- The importance of hearing the voice of the child or young person and understanding their lived experiences

The broader agenda

- Broader issues – behaviours, values, attitudes, language used, relationships
- Societal influence
- Cultures in schools and colleges
- Peer pressure and image
- Wanting to belong
- Not wanting to be different or seen as a 'tell-tale'
- It's just banter
- It's just 'experimenting'

Advice, guidance and support

- Legislation

- Model policies and procedures

- HIAS (Hampshire Inspection and Advisory Service)

- LADO (local authority designated officers)/safeguarding advisors

- MASH (multi-agency safeguarding hub)

- Safeguarding Matters – HIAS publication

Training and resources

- Dedicated multi-agency briefings
- Designated safeguarding lead (DSL) conference annually
- Personal Development Learning (PDL) conference and primary curriculum resource
- Relationships, Health, Sex Education (RHSE) briefings, training and networks – school staff and governors
- Prejudicial language and behaviour (PLAB) toolkit
- Brook sexually harmful behaviours training and resources

School-based learning and development

- 8 secondary schools – good practice review
- Leadership – setting and exemplifying the culture
- 20 further secondary schools – relationships projects, including relationships on-line, with parents/carers, the relationships curriculum
- Locality projects – exploring issues of prejudice, bias and harmful language, with a strong focus on lived experiences

The big issues

- Normalisation of behaviour, attitudes and words spoken
- The gap between children and young people's perceptions and those of adults/school staff
- The 'status' of the pastoral curriculum and learning v the academic
- Systematic monitoring and the role of governors
- Patterns and trends; under-reporting
- School/college cultures which are fully inclusive and embrace diversity