

Peer on Peer Abuse Policy

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This policy outlines guidance on whole school peer-on-peer abuse procedures at Global Jaya School.

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Staff Involved in the development of this policy:

- Cory Carson (Head of School)
- Steve Spanring (Secondary Expat Principal)
- Elena De La Rosa (Primary Expat Principal)
- Yohanes Edi Sunarya (Designated Child Protection Co-Lead)
- Vicki Gardner (Designated Child Protection Co-Lead)
- Aninditya Hartarie Andaninggar (Primary Child Protection Officer)
- Yohana Natalia Tryastuti (Secondary Child Protection Officer)
- Oscarina Dewi Kusuma (Primary Child Protection Officer)

1.Rationale

Global Jaya School (GJS) is committed to promoting and protecting the safety and the well-being of the children in its care. GJS believes that all children have a right to feel safe and to be safe, not only when they are at school, but also when they participate in school activities outside the school and when they are learning online; therefore, it is our belief that all students have equal rights to protection from acts of abuse whether they occur at school or off campus.

GJS is committed to the prevention, early identification, and appropriate management of peer-on-peer abuse (as defined later on in the policy) both within and beyond the school.

In particular, we:

- believe that in order to protect children, all schools should (a) be aware of the nature and level of risk to which their students are or may be exposed, and put in place a clear and comprehensive strategy which is tailored to their specific safeguarding context; and (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. We (a) do not feel it is acceptable merely to take a reactive approach to peer on peer abuse in response to alleged incidents of it; and (b) 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; and (iv) response/intervention,
- recognise international 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, 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 GJS can ensure that appropriate and prompt action is taken in response.

2. Principles

All services provided by GJS adhere to the principle of child protection practices as described in:

- Indonesian law (Law No. 23 of 2002 concerning Child Protection, as amended by Law Number 35 of 2014, and the Ministerial Decree Number 82 of 2015);
- The UN Convention on the Rights of the Child (1989) that has already been ratified by the Indonesian government;
- Preventing Child Maltreatment: A Guide to Taking Action and Generating Evidence, World Health Organization, 2006.

And Indonesian law in relation to;

- Pasal 285 KUHP, article 285, *“Any person who by using force or threat of force forces a woman to have sexual intercourse with him out of marriage, shall, being guilty of rape, shall be punished with a maximum imprisonment of twelve years.”*
- Pasal 289 KUHP, article 289, *“Any person who by using force or threat of force forces someone to commit or tolerate obscene acts, shall, being guilty of factual assault of the chastity, be punished by a maximum imprisonment of nine years.”*
- Pasal 45 ayat 3, *“any person who intentionally and without rights to distribute and/or transmit and/or make can be accessible electronic information and/or electronic document which has the charge of insult or defamation as stipulated in article 27 paragraph (3) are convicted with imprisonment of not longer than 4 (four) years and/or a maximum fine of Rp 750.000.000 (seven hundred fifty million rupiah).”*
- Pasal 27 ayat (3) UU ITE, *“Any Person who knowingly and without authority distributes and/or transmits and/or causes to be accessible Electronic Information and/or Electronic Documents with contents of affronts and/or defamation.”*

This policy was built around the internationally recognised, industry standard, [Farrer & Co Peer-on-Peer Abuse Toolkit](#).

3. Purpose

This policy:

- 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 [GJS Child Protection policy](#) and any other relevant policies including, but not limited to;

- [Policy on Providing a Safe, Supportive School Environment.](#)
 - [ICT Usage Policy](#)
 - [Secondary Code of Conduct](#)
- sets out our strategy for improving prevention, and identifying and appropriately managing peer-on-peer abuse,
 - applies to all students. 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.
 - recognises that abuse is abuse and should never be passed off as 'joking around' or 'part of growing up',
 - does not use the term 'victim' or 'perpetrator'. This is because our school takes a safeguarding approach to all individuals involved in concerns or allegations about peer on peer abuse, including those who are alleged to have been abused, and those who are alleged to have abused their peers. 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 the abuse of peers,

4. Definition of Peer-on-Peer abuse

4.1.

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), friendships and wider peer associations. Peer on peer abuse can take various forms, including (but not limited to): bullying (including cyber-bullying) - as further clarified on the spectrum on pages 6 & 7, relationship abuse, domestic violence and abuse, child sexual exploitation, harmful sexual behaviour and/or prejudice-based violence including, but not limited to, gender-based violence.

Examples of online peer-on-peer abuse would include sexting, online abuse, peer-on-peer grooming, the distribution of youth involved sexualised content, and harassment.

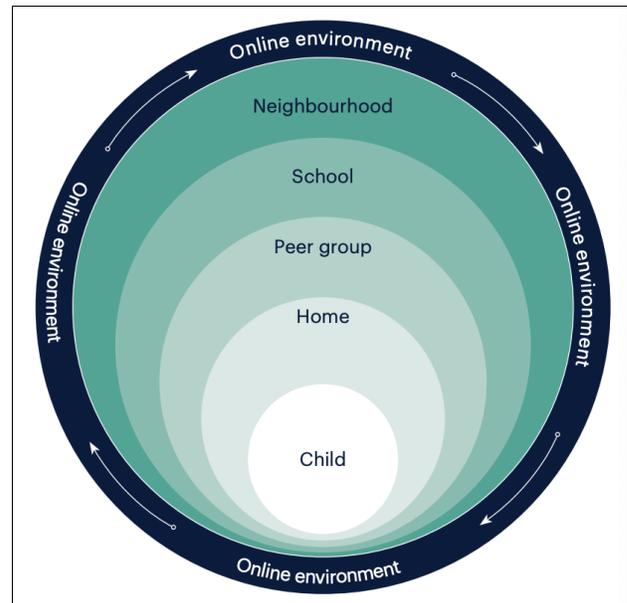
4.2

Contextual Circles of Adolescent Vulnerability

This policy encapsulates a contextual safeguarding approach, which is about changing the way that professionals approach child protection when risks occur outside of the family.

This policy adopts a whole-school community contextual safeguarding approach, which means:

- being aware of and seeking to understand the impact that these wider social contexts may be having on GJS students,
- creating a safe culture in the school by implementing policies and procedures that address peer-on-peer abuse and harmful attitudes as well as promoting healthy relationships and attitudes.
- being alert to and monitoring changes in students' behaviour and/or attendance.



5. Peer-on-Peer Behaviour Spectrum

5.1.

Research suggests that peer-on-peer abuse is one of the most common forms of abuse affecting children.

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.

When dealing with alleged behaviour which involves reports of, for example, emotional and/or physical abuse, staff can draw on aspects of the table below to help them decide how to best respond. Considerations might include whether the behaviour:

- 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
- involves an element of coercion or pre-planning
- involves a power imbalance or misuse of power

5.2.

Spectrum of Behaviours (reviewed and revised annually)

	Normal	Inappropriate	Problematic	Abusive/Violent
Descriptors	Developmentally expected Socially acceptable Consensual, mutual, reciprocal Shared decision making	Single instances of inappropriate behaviour Socially acceptable behaviour within a peer group, but inappropriate outside of the peer group Context for behaviour might be inappropriate No overt elements of victimisation Generally consensual and reciprocal	Behaviour may be prolonged Problematic and concerning behaviour Developmentally unusual and socially unexpected Some overt elements of victimisation Consent issues may be unclear May lack reciprocity or equal power May include elements of compulsivity May include harmful intent	Behaviour may be prolonged and with harmful intent Victimizing 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 be violent
	Mutual horseplay Mutual, friendly teasing	Making a teasing or pointed comment in the moment	Deliberately excluding others Continuously	Intimidation Bullying /cyber-bullying

<p>Examples of each behaviour type (not exhaustive)</p>		<p>A peer group argument or misunderstanding</p> <p>Examples of interactions that are socially acceptable within cultures but do not transfer outside of that culture, for example, the game of Dong Chim</p>	<p>moving/hiding a targeted person's belongings</p> <p>Deliberately damaging somebody's property</p> <p>Gossiping or spreading rumours</p> <p>Staring or giving mean looks</p> <p>Making a derogatory comment or adding a sarcastic response online</p>	<p> Intentionally making somebody feel uncomfortable</p> <p>Forcing somebody to do something they don't want to do</p> <p>Circulating images/content</p> <p>Threatening language</p> <p>Exploitation</p>
<p>Possible responses</p>	<p>N/A</p>	<p>Restorative justice</p> <p>Skill building</p>	<p>Restorative justice</p> <p>Skill building programme</p> <p>Internal suspension</p> <p>External suspension</p> <p>Contract</p> <p>Daily reflection/monitoring card</p>	<p>Internal suspension</p> <p>External suspension</p> <p>Expulsion</p> <p>Involvement of external agencies, including, but not limited to, the police or mental health professionals*</p> <p>Restorative justice</p> <p>Skill building programme</p>

*In connection to the abusive/violent behaviour types outlined above, any applicable laws or agency jurisdiction that is applicable will also be applied

6. Identification of Peer-on-Peer Abuse

All staff should be familiar with the above spectrum, and alert to possible signs of abuse. Staff should engage with these signs, examples and indicators as appropriate, to identify potential peer-on-peer abuse. However, staff should be mindful of the fact that

the way in which children will disclose or present with behaviours as a result of their experiences will differ.

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.

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.

7. Roles and Responsibilities

7.1

All Global Jaya School staff have a responsibility to keep students safe and have a role in reporting concerns of potential or actual acts of current or historical abuse.

In the Secondary [four tier pastoral care framework](#), tier one outlines the responsibility that the subject teacher has to respond to normal and inappropriate behaviours that crop up in the classroom.

It is the responsibility of staff to be vigilant, to have knowledge and awareness of the indicators of potential or actual acts of peer-on-peer abuse and to report any concerns that reach a [tier three or four level](#), or suspicions or allegations of suspected acts of abuse immediately. All staff must ensure that the student's disclosure is taken seriously and reported to the designated Child Protection Lead in line with procedures outlined in this policy.

Specific members of staff have an additional responsibility in preventing and responding to suspected or alleged acts of peer on peer abuse, as outlined below:

7.2

Role of the Head of School

The role of the Head of School is to:

- Ensure the needs and rights of children come first i.e. the safety and wellbeing of each child is paramount.
- Delegate to the designated person for child protection appropriate action and responsibilities as concerns are raised.
- Ensure that all allegations are managed appropriately.
- Ensure that the Child Protection policy is effectively implemented throughout Global Jaya School.
- Ensure that all staff are aware of, and have access to, full copies of the procedures for reporting suspected peer-on-peer abuse.
- Lead all communication in the case of a Child Protection crisis (see Crisis Response Procedures)

7.3

Role of the Designated Child Protection Co-Leads

The role of the Designated Child Protection Co-Leads is to:

- Ensure the needs and rights of children come first i.e. the safety and wellbeing of each child is paramount.
- Ensure and safeguard clear, confidential, detailed and dated records on all peer-on-peer abuse cases. These must contain all available information relating to the cause for concern and any subsequent action taken. These records will be kept separate from the student's records for the purpose of confidentiality. This includes the completion and secure storage of the [initial concerns form](#), the completion and storage of the Child Protection Team's [Record of Investigation form](#) and the updating of the [At Risk Register](#).
- Be a point of contact for all staff who are reporting child protection concerns

- Coordinate the Child Protection team in order to ensure the investigation stage of a peer-on-peer abuse concern is collaborative, objective, coherent and documented.
- Establish a close working relationship with the school nurse in order to ensure frequent and clear communication of students who may potentially be at risk
- Consult with the Head of School and Primary and Secondary Principals regarding all child protection concerns.
- Ensure the delivery of all Child Protection training

7.4

Role of the Child Protection Officers

The role of the Child Protection Officers is to:

- Ensure the needs and rights of children come first i.e. the safety and wellbeing of each child is paramount.
- Ensure and safeguard clear, confidential, detailed and dated records on all child protection cases. These must contain all available information relating to the cause for concern and any subsequent action taken. These records will be kept separate from the student's records for the purpose of confidentiality.
- Maintain a current awareness of the children identified on the At Risk Register, and regularly highlight these children to the appropriate staff.
- Be a point of contact for staff reporting child protection concerns
- Collaborate with the Child Protection team in order to investigate peer-on-peer concerns
- Complete an investigation into the suspected peer-on-peer abuse and ensure that all aspects of this procedure are documented fully on the [Record of Investigation form](#).
- Lead peer-on-peer abuse assemblies and presentations for both students and parents
- Take a leadership role in ensuring the comprehensive coverage of peer-on-peer related content in the Advisory / PSHE curriculum

7.5

Role of the Board Member

The role of the Board Member is to:

- Ensure the needs and rights of children come first i.e. the safety and wellbeing of each child is paramount.
- Act as a member of the Crisis Response Team, as outlined in the Crisis Response procedural document.
- Replace the Head of School in the event that the Head of School is incapacitated.

7.6

Child Protection Team 2020-2021

CP Role	Name	Role	Email address
Designated CP Co-Lead	Pak Edi	Secondary Indonesian Principal	edi@globaljaya.com
Designated CP Co-Lead & Secondary CP Officer	Ibu Vicki	Secondary Dean of Students	vicki@globaljaya.com
Secondary CP Officer	Ibu Joanne	Secondary Guidance Counsellor	joanne@globaljaya.com
Primary CP Officer	Ibu Ninggar	Primary Guidance Counsellor	ninggar@globaljaya.com
Primary CP Officer	Ibu Dewi	Primary Indonesian Principal	dewi_oscarina@globaljaya.com

Child Protection Extended Team

Extended CP Lead	Pak Cory	Head of School	headofschool@globaljaya.com
Extended CP Officer	Pak Steve	Secondary Principal	stevens@globaljaya.com
Extended CP Officer	Ibu Elena	Primary Principal	elena@globaljaya.com
Extended CP Officer	Ibu Lien Lien	Business Manager	lienlien@globaljaya.com
Extended CP Officers	Pak Okky Dharmosetio - Board Chair Pak Edmund Sutisna - Board Member	Board Chair Board Member	okky@jayakonstruksi.com edmundsutisna@gmail.com

8. A Proactive, Whole School Approach

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

- educating all of its leadership team, staff, students and parents about this issue.
- delivering training that covers the nature, prevalence and effect of peer-on-peer abuse, and how to prevent, identify and respond to it. Specifically, the identification and classification of specific behaviours, including digital behaviours, the importance of taking seriously all forms of peer-on-peer abuse, social media and online safety, including how to encourage children to use social media in a positive, responsible and safe way, and how to enable them to identify and manage abusive behaviour online.
- educating children about the nature and prevalence of peer-on-peer abuse, positive, responsible and safe use of social media and the unequivocal facts about consent.
- talking to students about 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 the vulnerability of those who inflict such abuse.

- engaging parents on these issues by:
 - talking about them with parents
 - asking parents what they perceive to be the risks facing their child
 - involving parents in the review of school policies and curriculum.
 - encouraging parents to hold the school accountable
- creating conditions in which our students can aspire to, and realise, safe and healthy relationships fostering a whole-school culture:
 - which is founded on the idea that every member of the GJS community is responsible for building and maintaining safe and positive relationships, and helping to create a safe school environment in which violence and abuse are never acceptable,
 - in which students are able to develop trusting relationships with staff, and in which staff understand, through regular discussion and training, the importance of these relationships in providing students with a sense of belonging, which could otherwise be sought in problematic contexts,
 - in which students feel able to share their concerns openly, in a non-judgmental environment, and have them listened to,
 - which (i) proactively identifies positive qualities in students; (ii) nurtures these qualities; (iii) teaches and encourages students to think about positive hopes for the future; and (vi) supports students in developing small-scale goals that enable realistic ambitions, and
 - which provides supervised activities to students that give them the experience of having their needs met that might otherwise apparently be met in abusive circumstances. These can include experiencing (i) status; (ii) excitement; and (iii) a degree of risk,
- responding to cases of peer-on-peer abuse promptly and appropriately, and
- 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 require additional support.

9. Responding to Concerns or Allegations of Peer-on-Peer Abuse

It is essential that all concerns and allegations of peer-on-peer abuse are handled sensitively, appropriately and promptly. The way in which they are responded to can have a significant impact on the school environment.

At GJS, all responses will:

- include a thorough investigation of the concern(s) or allegation(s), and the wider context in which it/they may have occurred (as appropriate) - depending on the nature and seriousness of the alleged incident(s), it may be appropriate for the police to carry out this investigation,
- 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. The school should ensure that 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,
- 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 sociocultural contexts i.e. peer group, family, school environment,
 - 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,
 - the views of the child/children affected. Unless it is considered unsafe to do so, the proposed action should be discussed with the child and their parents, and obtain consent to any referral before it is made. GJS aims to manage the child's expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so. It is particularly important to take into account the wishes of any child who has allegedly been abused, and to give that child as much control as is reasonably possible over decisions regarding how any investigation will be progressed and how they will be supported.

10. Information Sharing, Data Protection & Record Keeping

When responding to concerns or allegations of peer-on peer abuse, GJS will:

- record the information that is necessary for the school and any other relevant agencies to respond to the concern or allegation and safeguard everyone involved
- keep all records of investigation stored in a safe and confidential manner

Resources

<https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/farrer--co-safeguarding-peer-on-peer-abuse-toolkit-2019.pdf>