



**\*\*** As part of the 2026/7 Strategic Plan, this policy will be given a significant update, taking into account current best practice and input from all relevant stakeholders, including but not limited to the Pastoral team, students, faculty and parents **\*\***

## **PEER-ON-PEER ABUSE POLICY**

*This Policy applies to all members of the Green School Bali (GSB) community, including Board Members, Green School Executive Committee (GSEC), and staff.*

*Detailed review every two years; annual review and updates as required to ensure that it continually addresses the risks to which students are or may be exposed.*

*Staff and students will be involved in each annual review via the Board of Learners or more broadly if necessary, when significant changes are to be implemented. For the purposes of this policy, students are defined as young people enrolled at Green School Bali.*

*This policy is informed by an assessment of its impact and effectiveness over the previous year.*

### **1. Purpose and Aim**

Students may cause harm to one another in several ways, which could be classified as peer-on-peer abuse.

The purpose of this policy is to explore the many forms of peer-on-peer abuse and provide a planned, supportive response to these issues.

The school will take peer-on-peer abuse seriously.

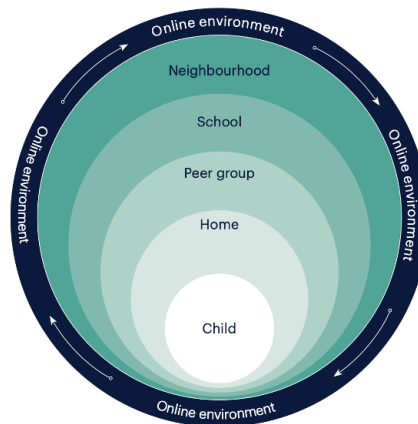
The following GSB policies should be read in conjunction with this policy:

- Student Safeguarding Policy
- IRESPECT Policy
- E Safety Policy

## 2. Introduction

At GSB, we are committed to preventing, early identifying, and appropriately managing peer-on-peer abuse. Any form of abuse or harmful behaviour is addressed immediately, consistently, and in alignment with our policy commitments, to reduce harm to students' emotional and mental health and wellbeing.

This policy includes a clear, comprehensive strategy and takes a contextual, whole-school approach to preventing and responding to peer-on-peer abuse. Staff, students, and their parents will have a clear understanding of their role and responsibility in responding to peer-on-peer abuse incidents. It also means being aware of and seeking to understand the impact that these wider social contexts may be having on the school's students.



*Adolescent circles of vulnerability* Firmin's Contextual Circles of Adolescent Vulnerability. Firmin, C., *Abuse Between Young People: A Contextual Account*, 2017. Oxon: Routledge

This policy also outlines prevention measures and our response to any incidents of harm.

There may be some different considerations in relation to, for example

- A student's age
- Local Balinese and Indonesian law
- How local agencies and/or partners respond

NOTE: The school responds to incidents involving the exchange of youth involved sexual imagery depending on the age of the students involved and the legal context of the school.

We recognise that students can abuse other students (often referred to as peer-on-peer abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- 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)
- Abuse in intimate relationships between peers
- Sexual violence and sexual harassment
- Causing someone to engage in sexual activity without consent
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Initiation/hazing type violence and rituals, which could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element

(KCSIE 2025, p14)

### 3. Our responsibilities

**All adults working or volunteering at GSB** must be aware of and committed to the prevention, early identification, and appropriate management of peer-on-peer abuse (as defined below) both within and beyond the school by:

- Being aware of and seeking to understand the impact that wider social contexts may be having on GSB students
- Creating a safe culture at GSB by, for example, implementing policies and procedures that address peer-on-peer abuse and harmful attitudes; promoting healthy relationships and attitudes to gender/sexuality; hotspot mapping to identify risky areas
- Ensuring that students are educated about peer- on - peer abuse
- Professional Development for adults on potential bias and stereotyped assumptions
- Being alert to and monitoring changes in students' behaviour and/or attendance
- Ensuring a whole school community, holistic, contextual safeguarding approach
- Outlining how GSB works alongside other agencies rather than just referring.

Parents should know they can contact the school if their child feels unsafe because of a peer's behaviour, so appropriate and prompt action can be taken.

#### 4. Students with Special Educational Needs (SEND)

Students with Special Educational Needs (SEN) and Disabilities (SEND) can face additional safeguarding challenges. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury, relate to the student's disability without further exploration
- Being more prone to peer group isolation than other students
- The potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, GSB will always consider extra pastoral support for students with SEND and disabilities, when investigating any form of peer-on-peer abuse.

#### 5. Language

This policy refers to alleged victims (to be referred to as '*student who has experienced harm*') and alleged perpetrators (to be referred to as '*student displaying harmful behaviour*'). Research has shown that many students 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. The language used with students and parents when reporting any incidents that may have occurred could affect any future rehabilitation of students following any investigations.

#### 6. Types of abuse

Many forms of abuse may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail, followed by advice and support on actions to take.

##### ***Physical abuse (e.g. biting, hitting, kicking, hair pulling etc.)***

Physical abuse may include hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a student harms another and it is important to understand why they have engaged in such behaviour, including accidentally before considering the action or logical consequence to be undertaken.

### ***Bullying (inclusive of all types)***

Definition (until full review):

Bullying is behaviour **by an individual or group, repeated over time**, that **intentionally hurts** another individual or group either **physically or emotionally**. Bullying involves **an imbalance of power** between the perpetrator and the victim. (DfE, 2026)

Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a student is adopted, in care or has caring responsibilities. It might be motivated by actual differences between students, or perceived differences.

The imbalance of power could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a student or students through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour.

### ***Cyber bullying***

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Instagram, Facebook, Tik Tok and gaming platforms to harass, threaten or intimidate someone for the same reasons as stated above.

Students are expected to use technology responsibly and respectfully at all times. Any form of online harassment, intimidation, discrimination, sharing of harmful content, impersonation, or misuse of digital platforms may result in disciplinary and safeguarding action.

The school will follow relevant Indonesian laws and local regulations relating to cyberbullying and online safety and will report serious incidents to the appropriate authorities where necessary. The school also recognises emerging Indonesian regulations

and guidance aimed at increasing protections for children online, including restrictions on access to certain social media platforms for users under 16.

### ***Initiation/Hazing***

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are many forms, from relatively mild rituals to severe and sometimes violent ceremonies. The idea behind this practice is to welcome newcomers by subjecting them to a series of trials that promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Rituals may involve humiliation, embarrassment, abuse, and harassment.

### ***Prejudiced Behaviour***

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (lesbian, gay, bisexual, transgender).

### ***Sexting (Youth Produced Imagery)***

Sexting is when a student sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies.' (Pressuring someone into sending a nude picture can occur in any relationship, to anyone, whatever their age, gender, or sexual preference).

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere.

### ***Upskirting***

Upskirting is an action of placing equipment such as a camera or mobile phone beneath a student's clothing to take a voyeuristic photograph without their permission. This typically involves taking a picture under a student's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; sexting (also known as youth produced sexual imagery)

### ***Teenage relationship abuse***

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

### ***Harmful sexual behaviours/sexual abuse (e.g. inappropriate sexual language, touching, sexual assault etc.)***

Sexually harmful behaviour from students is not always contrived or with the intent to harm others. There may be many reasons why a student engages in sexually harmful behaviour and it may be just as distressing to the student who instigates it as well as the student it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another, sexual assault, rape or abuse.

### ***Sexual violence and sexual harassment***

Sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline. In referencing sexual harassment, it is in the context of student-on-student sexual harassment. Sexual harassment is likely to: violate a student's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can also occur through a group of students sexually assaulting or sexually harassing a single child or group of students.

Sexual violence refers to sexual offences as described below:

*Rape:* A person (A) commits an offence of rape if: they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration and A does not reasonably believe that B consents.

*Assault by Penetration:* A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

*Sexual Assault:* A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

### ***Serious violence***

All staff should be aware of indicators that may signal that students 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 or 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 and may be at risk of criminal exploitation.

All staff should be aware of the associated risks and understand the measures in place to manage these.

## **7. Assessment of Peer-to-Peer Abuse**

The assessment framework used will depend on the nature of the behaviour or concern.

For sexualised behaviour, the CP Team may use the Hackett Sexual Behaviour Continuum and/or Brook Sexual Behaviours Traffic Lights® to support assessment.

These frameworks are specific to sexualised behaviour and should not be used to assess bullying or other forms of peer-to-peer abuse.

For bullying, discriminatory behaviour, physical violence, emotional abuse, coercive behaviour or other forms of peer-to-peer abuse, the CP Team will consider factors including the nature and impact of the behaviour, frequency and persistence, escalation, vulnerability, power imbalance, coercion, intent where relevant, and the circumstances of those involved. The school's bullying and behaviour frameworks will be used alongside safeguarding professional judgement where appropriate.

The assessment will determine which policy framework, procedures and response pathways are most appropriate to address the concern. This may include pastoral and/or behaviour processes, the Peer-to-Peer Abuse Policy, the Student Safeguarding Policy, or a combination of these approaches.

**A safeguarding concern must not be treated solely as a behaviour or bullying matter where there is evidence of abuse, significant harm, exploitation, coercion, or an increased risk to a student.**

## **8. Responding to concerns**

Report any concern about possible peer-on-peer abuse immediately to a member of the Child Protection Team.

The CP Team will:

- Be alert to the wellbeing of students and to signs of abuse
- Engage with these signs, as appropriate, to determine whether they are caused by peer-on-peer abuse
- Be aware that the way(s) in which students will disclose or present behaviour(s) because of their experiences will differ.

Although the type of abuse may have a varying effect on the student who has experienced harm and the student displaying harmful behaviour, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

The Child Protection Team will:

- Respond to a situation of peer abuse immediately and sensitively
- Gather the information as soon as possible to get a true, accurate account of the facts around what has happened
- Consider the language used and its impact on both the students and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a student labelled.
- Instigate support to students in a calm and sensitive manner.
- Be mindful of contextual safeguarding and that wider safeguarding concerns may influence the student's account of the events.
- Inform the parents in line with the Family Communication Flow Chart

## **9. Gathering the Facts**

In cases of peer-on-peer abuse, when an investigation into an incident is needed the following information may be sought:

- Reports from students concerned

- Witness statements from students
- Witness statements from staff or other adults
- CCTV (where applicable)

In cases specifically relating to sexual violence and sexual harassment, two members of staff (one being the DSL or Lead CPO) should be present to manage the report, *where possible*.

In all circumstances, the DSL or Lead CPO will speak to all the students involved separately. The DSL or Lead CPO will:

- Gain a statement of facts from them and use **consistent language** and **open questions** for each account.
- Make a full and clear record of exactly what the student said in their own language, and store it on CPOMS or in a Record of Concern.
- Complete this work as quickly as possible, while ensuring a full and thorough process is followed and that students' wellbeing is considered throughout.

**Students under investigation for any incident of a serious nature may be asked to stay at home or work in an alternative venue pending further investigation to give time for the creation of support plans for all students impacted. This is a protection and support measure for all potentially involved people.**

### **10. Consider the intent (begin to Risk Assess)**

Has this been a deliberate or contrived situation for a student to be able to harm another?

### **11. Decide on the next course of action**

If from the information gathered it is believed that a student is at risk of significant harm the DSL will consult with the Head of Campus/School and decide the next course of action according to the GSB context and resources available. A safety plan may be created.

### **12. Informing parents**

Once appropriate advice has been sought from the Head of Pastoral, Head of School or Head of Campus parents must be informed. Parents will not be informed if doing so would put the student at further risk of significant harm.

In the case of sexual violence and harassment, final approval of communication must be given by the Head of Campus in consultation with the DSL. Where possible, parents will be informed face-to-face. All communications will be headed by a member of the GSEC team and will be as timely as practicable.

In all circumstances where the risk of harm to the student is evident then the school should encourage the student to share the information with their parents.

The parents of all concerned parties can be **informed of the process** the school may be taking to investigate or manage a potential peer-on-peer abuse case. The School will not share details relating to other students (other than their own) in terms of their experience, consequences etc.

Internal records or materials relating to an incident or the school's response — including staff notes, student accounts, CCTV footage, student-generated content or materials (such as messages, memes, images, handwritten notes or graffiti), and other documentation — are not routinely shared with parents/carers.

### **13. Points to consider**

#### ***What is the age of the student involved?***

Consider:

The age of the students involved in the incident

Any age difference between the students involved (i.e., in relation to sexual exploration, students under the age of 5, in particular 1-4 year - olds who are learning toileting skills may show a particular interest in exploration at this stage.

#### ***Where did the incident or incidents take place?***

Was the incident in an open, visible place to others?

If so, was it observed?

#### ***What was the explanation by all students involved of what occurred?***

- Can each student give the same explanation of the incident and what is the effect on the young people involved?
- Is the incident seen to be bullying
- Was the behaviour regular and repetitive?

- Is the version of one student different from another and why?

***What is each student's understanding of what occurred?***

- Do the student(s) know/understand what they are doing? E.g., do they have knowledge of body parts, of privacy and that it is inappropriate to touch?
- Is the student's explanation in relation to something they may have heard or been learning about that has prompted the behaviour?
- Is the behaviour deliberate and contrived?
- Does the student understand the impact of their behaviour on the student?
- Has the behaviour been repeated to an individual on more than one occasion?
- Has the behaviour persisted towards another student after the issue has already been discussed or dealt with and resolved?

## **14. Outcomes**

Where this document refers to 'the student displaying harmful behaviour', this is the preferred terminology in all communications with students and parents. 'Alleged perpetrator' is used only in formal investigative records.

*Peer-on-Peer Abuse (not including Sexual Violence and/or harassment)*

Outcomes will be in line with the IRESPECT Policy guidelines and may include some or all of the following actions:

- Guided self-reflection
- Restorative conversation
- Parent meeting
- Internal suspension
- External Suspension
- Discontinuation of enrollment
- Permanent exclusion

*In the case of Sexual Violence and/or Harassment.*

Any incidents of sexual nature are classed as level 4 behaviours in line with the IRESPECT policy. Therefore all communications will be headed by a member of the GSEC team. The outcome of the investigation will depend upon:

- Local regulatory requirements
- Further assessment by an external agency
- Identification of addition services/intervention

It may be that on investigation, a decision has been made to handle the incident internally and in which case the school may implement a risk assessment plan.

In any of the above outcomes the school has a duty of care to manage the education needs of all students involved, in which case a risk assessment plan may be needed irrespective of the outcome.

### **15. Next Steps**

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

#### ***For the student who has been harmed (alleged victim)***

What support they require depends on the individual student. They may wish to:

- Seek internal or external counselling or one-to-one support via a mentor
- Deal with the incident(s) on their own or with support of family and friends, in which case the student must continue to be monitored and offered support should they require it in the future.

If the incidents are of a bullying nature interventions may include:

- supporting the student in improving peer groups/relationships
- restorative justice work with all those involved
- whole class or year group assembly or lesson, for example a speaker on cyber bullying, relationship abuse etc.
- discuss and debate issues more frequently

If the student feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that:

- They can talk to
- Support strategies for managing future issues
- Identified services to offer additional support.

#### ***For the student who has displayed harmful behaviour (alleged perpetrator)***

The pastoral team will work to understand the reasons behind the student's behaviour and identify any underlying needs or difficulties contributing to the bullying behaviour. Where appropriate, support such as mentoring, counselling, behaviour support, or restorative

interventions may be provided, with involvement from parents/carers and external agencies if needed.

Alongside support, the student will receive appropriate consequences in line with the school's behaviour and anti-bullying policies (see Outcomes). Consequences may include restorative action, loss of privileges, internal suspension, suspension, or other proportionate sanctions.

Where bullying behaviour is serious, repeated, discriminatory, threatening, or online, the school may require targeted intervention work to address behaviour and support positive change.

If an external investigation is ongoing, the school may determine that the student cannot remain on site temporarily. Appropriate education and pastoral support will continue during this time.

Where necessary, the school may complete an individual risk assessment and implement a behaviour support plan to ensure the safety and wellbeing of all students. Measures may include increased supervision, regular pastoral monitoring, and agreed strategies to prevent further incidents.

### **16. After care**

Following any peer-on-peer abuse incident, all students involved must continue to feel supported and have access to appropriate help and guidance, even where they initially appear to be coping well. Emotional responses such as distress, anxiety, regret, anger, or withdrawal may emerge some time after the incident.

GSB will provide ongoing pastoral support and regular check-ins for both the student who experienced harm and the student displaying harmful behaviour. Support may include mentoring, counselling, wellbeing monitoring, safety planning, or referrals to external agencies where appropriate.

GSB will continue to assess the wellbeing and safety of all students involved and take reasonable steps to prevent any further harmful behaviour, retaliation, bullying, harassment, or emotional distress. This includes monitoring peer interactions, online behaviour where relevant, and ensuring students know how to seek support if concerns arise.

Where necessary, individual support plans, risk assessments, restorative work, or reintegration plans may be implemented to support recovery, accountability, and a safe learning environment for all students.

## **17. Disciplinary Action**

GSB will consider whether disciplinary action is appropriate for any student involved in peer-on-peer abuse. Any action taken will aim to address the behaviour, its underlying causes, and any attitudes contributing to it.

Disciplinary action may be necessary to:

- ensure students understand the seriousness and impact of their behaviour;
- reinforce that peer-on-peer abuse is never tolerated;
- protect the safety and wellbeing of other students; and
- support behaviour change and accountability.

When determining appropriate action, GSB will balance these considerations alongside any safeguarding concerns, unmet needs, or previous harm experienced by the student displaying harmful behaviour. The school will consider the severity of the incident, the level of risk posed to others, the age and developmental stage of the students involved, and any relevant contextual factors.

Possible outcomes may include: guided self-reflection, restorative conversations, parent meetings, internal suspension, external suspension, discontinuation of enrolment, or permanent exclusion, depending on the severity and circumstances of the incident.

Suspension or exclusion will only be considered where necessary to ensure the safety and wellbeing of others and after all relevant safeguarding and support measures have been carefully considered. Even where disciplinary action is taken, the school will continue to provide appropriate pastoral support and intervention for the students involved.

## **18. Case Review**

Following any incident of harm, GSB must consider whether anything could have been done differently, including reviewing the policies and systems in place to keep students safe. This should be done by an Internal Inquiry, using the outline in the Internal Inquiry Guidance.

## **19. Preventative Strategies**

The school is committed to creating a safe, respectful, and inclusive environment that actively prevents peer-on-peer abuse. The GSB will:

- create an open and supportive culture where students feel safe to share concerns, worries, or experiences;

## Appendix M Peer on Peer Abuse Policy

- deliver a comprehensive Being Human curriculum that addresses topics including respectful relationships, consent, discrimination, bullying, online safety, and risky behaviour;
- provide students with opportunities to discuss concerns openly and seek support in safe and supervised environments;
- work in partnership with parents and carers through open and transparent communication;
- provide information and learning opportunities for parents and carers about peer-on-peer abuse, safeguarding, and the school's preventative approaches;
- ensure students know how and where to access help, including anonymous or alternative reporting routes where appropriate;
- provide access to age-appropriate resources, support services, and signposting for a range of wellbeing and safeguarding concerns;
- engage external agencies, speakers, or specialist programmes to support prevention and student education;
- involve students in developing a positive school culture, including contributing to expectations, student voice initiatives, and promoting respectful behaviour;
- promote clear boundaries and shared expectations of acceptable behaviour across the school community through our IRESPECT values;
- seek advice, support, and guidance from relevant external agencies where appropriate; and
- work collaboratively with safeguarding partners, external professionals, and, where necessary, police or other agencies to respond to concerns at the earliest opportunity and improve outcomes for students.