

Cyflwynwyd yr ymateb hwn i ymchwiliad y [Pwyllgor Plant, Pobl Ifanc ac Addysg ynghylch aflonyddu rhywiol rhwng cyfoedion ymysg dysgwyr](#)

This response was submitted to the [Children, Young People and Education Committee inquiry into Peer on peer sexual harassment among learners](#)

**PPSH 01**

**Ymateb gan: Unigolyn**

**Response from: Individual**

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Nodwch eich barn mewn perthynas â chylch gorchwyl yr ymchwiliad, sydd wedi'u grwpio'n 5 thema: | Record your views against the inquiry's terms of reference, which have been grouped into 5 themes:

1. Maint | Scale
2. Effaith | Impact
3. Effeithiolrwydd ymyriadau | Effectiveness of interventions
4. Y cyd-destun ehangach | Wider context
5. Arall | Other

### **1. Maint | Scale**

I believe the scale of the issue is huge, and from professional experience believe that at least 75% of the learners are affected in some way by the issue. If they are not victims or prepretrators of abuse, they are learners who have direct contact or involent with someone who is, and therefore are at risk of suffering poor mental wellbeing and harm themselves.

The frequency of these harmful sexual behaviours means that some children and young people consider them to be normal.

A significant proportion of abuse takes place online, but will have a significant link to the school setting and will affect the individuals education.

I do not believe schools or colleges seek to explore the issue well enough, and data collection is poor. Teachers do not take peer-on-peer sexual harassment seriously enough.

### **2. Effaith | Impact**

All pupils affected by peer-to-peer harassment will have their learning and mental wellbeing significantly negatively affected. Their ability to learn and listen in school will be negatively affected, and therefore their future prospects may also be affected.



Those affected will also be at higher risk of social isolation, self-harm and suicide. The normalisation of harassment means that some settings do not take it seriously, it can be seen as just something young people do, and therefore no one faces any punishment. Schools may also feel uncomfortable with some of the issues they will be faced with, and how to escalate, and may not seek to uncover what is going on. LGBTQ pupils will be more affected and impacted due to their vulnerability, and young females.

### **3. Effeithiolrwydd ymyriadau | Effectiveness of interventions**

In many schools, there is a strong team approach to safeguarding and all staff have regular training to understand their responsibility with regard to safeguarding children, but there is inconsistency across school staff about their understanding of what constitutes peer-on-peer sexual harassment. The Curriculum and Assessment Act contains duties for all staff to develop knowledge and understanding of children's human rights under the United Nations Convention on the Rights of the Child and United Nations Convention on the Rights of persons with Disabilities, and when followed should be very effective.

Under the Welsh Government's Rights, respect, equality: Statutory guidance, there is a responsibility on local authorities to monitor the termly bullying and equality data that schools share with them. However schools report few instances of bullying to local authorities and rarely report on peer-on-peer sexual harassment. There is a lack of consistency in how local authorities collect, analyse and use school bullying and harassment data.

### **4. Y cyd-destun ehangach | Wider context**

Peer-on-peer sexual harassment is more prevalent online and outside school than in school. Young people have substantial experience of harassment by their peers via mobile phone, social media and gaming sites. Parents may not be as technologically advanced as young people, and therefore struggle to safely monitor devices.

Education on social media and electronics is also lacking.

There is currently a significant lack in education on healthy relationships and the effects of bullying.

### **5. Arall | Other**

