

BSOR Safeguarding Policy

Safeguarding Statement

At British School of Rock (BSOR), we recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all of our children, young people and staff. It identifies actions that should be taken to address concerns about child safety and welfare, including protecting students and staff from extremist views (vocal or active), which are opposed to fundamental British values. All opinions and behaviours which are contrary to these fundamental values and the ethos of the school will be vigorously challenged.

Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures; it is an integral part of all activities, functions, culture and ethos of British School of Rock. In accordance with guidance set out in ['Working Together to Safeguard Children' \(2018\)](#) and ['Keeping Children Safe in Education' \(2018\)](#), BSOR will work in partnership with other organisations where appropriate to identify any concerns about child welfare, and take any necessary action to address this.

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer significant harm.

Staff refers to all those working for or on behalf of BSOR, full or part time, temporary or permanent, in either a paid or voluntary capacity.

Child(ren) includes everyone under the age of 18. On the whole, this will apply to students of BSOR; however, the policy will extend to visiting children and students from other establishments.

Parents refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

1. Introduction

1.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and in line with statutory guidance: ['Working Together to Safeguard Children' \(2018\)](#), 'What to do if you are worried a Child is Being Abused' 2015. The policy also reflects both statutory guidance 'Keeping Children Safe in Education 2018 (KCSIE)

1.2 This policy applies to all members of staff of BSOR.

1.3 Guidance and documents referred to in this policy:

2. Policy Principles

- 2.1 The welfare of the child is paramount.
- 2.2 Maintain an attitude of 'It could happen here'.
- 2.3 Children have a right to feel safe and secure; they cannot learn effectively unless they do so.
- 2.4 All children have a right to be protected from harm and abuse.
- 2.5 All staff have a role in the prevention of harm and abuse, and equal responsibility to act immediately on any suspicion or disclosure that may indicate a child is at risk of harm, either in the school or in the community, taking into account contextual safeguarding, in accordance with statutory guidance.
- 2.6 **Whilst BSOR will work openly with parents as far as possible, it reserves the right to contact Social Care or the police without notifying parents if this is believed to be in the child's best interests.**

3. Policy Aims

- 3.1 To demonstrate BSOR's commitment with regard to safeguarding and child protection to students, parents and other partners.
- 3.2 To support the child's development in ways that will foster security, confidence and independence.
- 3.3 To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to, and know how to approach adults if they are in difficulty, believing that they will be effectively listened to.
- 3.4 To raise the awareness of all teaching and non-teaching staff of their responsibilities to safeguard children through identifying and reporting possible cases of abuse.
- 3.5 To emphasize the need for good levels of communication amongst staff.
- 3.6 To develop a structured procedure followed by all members of BSOR in cases of suspected abuse.
- 3.7 To ensure that all staff working at BSOR who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check)
- 3.8 BSOR complies with the [Disqualification under the Childcare Act 2006](#) guidance issued in February 2015.

4 Prevention / Protection

- 4.1 We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 4.2. BSOR will therefore:
 - 4.2. Work to establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to.
 - 4.2. Ensure that children know that there is an adult in BSOR whom they can approach if they are worried or in difficulty.

- 4.2. Ensure all staff are aware of BSOR guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

5. Safe BSOR, Safe Staff

5.1 We will ensure that:

- 5.1.1 BSOR operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children, and disqualification by association regulations.
 - 5.1.2 All staff receive information about the BSOR's safeguarding arrangements, Staff Behaviour Policy (Code of Conduct), Child Protection Policy,
 - 5.1.3 All staff receive safeguarding and child protection information at induction which is regularly updated.
-

6. Roles and Responsibilities

6.1 All School Staff have a key role to play in identifying concerns early and providing help for children. To achieve this, they will:

- 6.1.1 Provide a safe environment in which children can learn.
 - 6.1.2 Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
 - 6.1.3 Ensure that children know that there are adults in BSOR who they can approach if they are worried or have concerns.
 - 6.1.4 Maintain an attitude of 'It could happen here', with regards to safeguarding.
 - 6.1.5 Know how to respond to a student who discloses harm or abuse, following training of 'Working together to Safeguard Children', and 'What to do if you are worried a child is being Abused' (2015).
 - 6.1.6 Record their concerns if they are worried that a child is being abused, and report these to the Principal immediately that day. If the Principal is not contactable immediately, Head Office should be informed.
 - 6.1.7 Be prepared to refer directly to the Police if appropriate, if there is a risk of significant harm and the Principal or Head Office is not available.
 - 6.1.8 Treat information with confidentiality, but never promising to 'keep a secret'.
-

7. Confidentiality and Sharing Information

- 7.1 BSOR recognises that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm, BSOR must contribute to inter-agency working in line with Working Together to Safeguard Children (2015), and share information between professionals and agencies where there are concerns. All matters relating to Child Protection will be treated as confidential and only shared as per the 'Information Sharing Advice for Practitioners (DfE 2015) guidance.
- 7.2 Information will be shared with staff within BSOR who 'need to know'.
- 7.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 and General Data Protection Regulations are not a barrier to sharing information where the failure to do so would place a child at risk of harm. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.
- 7.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. However, staff are aware that matters relating to child protection and safeguarding are personal to children and families. In this respect, they are confidential, and the Headteacher or PRINCIPALS will only disclose information about a child to other members of staff on a need to know basis.

8. Child Protection Procedures

- 8.1 The following procedures apply to all staff working in the school and will be covered by training to enable staff to understand their role and responsibility.
- 8.2 The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed or abused or is at risk of harm or abuse.
- 8.3 The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

8.4 If a member of staff suspects abuse, spots signs or indicators of abuse, or they have a disclosure of abuse made to them, they must:

- Report it to the Principal immediately.
- The Principal will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the Principal is not immediately available.
- Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
 - Dates and times of their observations
 - Dates and times of any discussions in which they were involved. Any injuries Explanations given by the

child / adult Rationale for decision making and action
taken Any actual words or phrases used by the child

the records must be signed and dated by the author or / equivalent on electronic based records.

In the absence of the Principal or Head office, staff must be prepared to refer directly to the police if appropriate if there is the potential for immediate significant harm

Following a report of concerns the Principal must:

- Decide whether or not there are sufficient grounds for suspecting significant harm, in which case a referral must be made to police if it is appropriate.
- Normally the Principal should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to any outside authorities. However, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be taken into account.

If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm or If the Principal feels unsure about whether a referral is necessary they must phone Head Office to discuss concerns

8.6 If staff are concerned about a child's welfare

8.6.1. If staff notice any indicators of abuse/neglect or signs that a child may be experiencing a safeguarding issue, they should inform the Principal. This will then be followed up by Head Office

8.6.2. There will be occasions when staff may suspect that a student may be at risk, but have no 'real' evidence. The student's behaviour may have changed, they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.

8.6.3. BSOR recognises that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. However, they may also indicate a child is being abused or is in need of safeguarding.

8.6.4. In these circumstances, staff will try to give the child the opportunity to talk. It is fine for staff to ask the student if they are OK, or if they can help in any way.

8.6.5. Following an initial conversation with the student, if the member of staff remains concerned they should discuss their concerns with the Principal

8.6.6 If the student does begin to reveal that they are being harmed, staff should follow the advice below regarding a student making a disclosure.

8.7 If a student discloses to a member of staff

8.7.1 We recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse.

8.7.2 A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.

8.7.3 During their conversation with the student staff will:

8.7.3.1 Listen to what the child has to say and allow them to speak freely. Additional consideration needs to be given to children with communication difficulties, and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

8.7.3.2 Remain calm and not overact or act shocked or disgusted – the student may stop talking if they feel they are upsetting the listener.

8.7.3.3 Reassure the child that it is not their fault and that they have done the right thing in telling someone.

8.7.3.4 Not be afraid of silences – staff must remember how difficult it is for the student and allow them time to talk.

8.7.3.5 Take what the child is disclosing seriously.

8.7.3.6 Ask open questions and avoid asking leading questions.

8.7.3.7 Avoid jumping to conclusions, speculation or make accusations.

8.7.3.8 Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused.

8.7.3.9 Avoid admonishing the child for not disclosing sooner. Saying things such as ‘I do wish you had told me about it when it started’ may be the staff member’s way of being supportive but may be interpreted by the child to mean they have done something wrong.

8.7.3.10 Tell the child what will happen next.

8.7.3.11 If a student talks to any member of staff about any risks to their safety or wellbeing the staff member will let the child know that they will have to pass the information on – staff are not allowed to keep secrets.

8.7.3.12 The member of staff should relay this information **in the child’s words** to the Principal. Staff should make this a matter of priority. The Principal should detail where the disclosure was made and who else was present. This will then be followed up by Head Office.

Guiding principles - The Seven Rs

Receive

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as possible

Reassure

- Reassure the student, but only so far as is honest and reliable
- Don’t make promises you may not be able to keep e.g. ‘I’ll stay with you’ or ‘everything will be alright now’ or ‘I’ll keep this confidential’
- Do reassure, for example, you could say: ‘I believe you’, ‘I am glad you came to me’, ‘I am sorry

this has happened', 'We are going to do something together to get help' **Respond**

- Respond to the student only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- Do not ask the child why something has happened.
- Do not criticize the alleged perpetrator; the student may care about him/her, and reconciliation may be possible
- Do not ask the student to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the student that it will be a senior member of staff

Report

- Share concerns with the Principal immediately.
- If you are dissatisfied with the level of response you receive following your concerns, you could press for re-consideration

Record

- If possible, make some very brief notes at the time, and write them up as soon as possible
- Keep your original notes on file
- Record the date, time, place, persons present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- If appropriate, complete a body map to indicate the position of any noticeable bruising
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

Remember

- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Get some support for yourself if you need it

What happens next?

It is important that concerns are followed up, and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the Principal what has happened following a report being made. If they do not receive this information, they should seek it out.

Receiving a disclosure can be upsetting for the member of staff and BSOR will do its best to support them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately. In some cases additional counselling might be needed and staff should be encouraged to recognise that disclosures can have an impact on their own emotions.

8.8. Notifying parents

- 8.8.1. The school will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively, and the Principal will make contact with the parent in the event of a concern, suspicion or disclosure only after discussion with and authorization from Head Office
- 8.8.2. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from Head Office.
- 8.8.3. Where there are concerns about forced marriage or honour based violence, parents should not be informed a referral is being made, as to do so may place the child at a significantly increased risk.

10. Allegations against adults who work with children

- 10.1 This procedure should be used in all cases in which it is alleged a member of staff *behaved in a way that has harmed a child, or may have harmed a child;*
 - possibly committed a criminal offence against or related to a child; or*
 - behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children*
- 10.2 In dealing with allegations or concerns against an adult, staff must:
 - Report any concerns about the conduct of any member of staff or volunteer to the Principal immediately.
 - If an allegation is made against the Principal, the concerns need to be raised with Head Office as soon as possible. There may be situations when Head Office will want to involve the police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.

11. What is Child Abuse?

- 11.1. The following definitions are taken from *Working Together to Safeguard Children* HM Government (2018). In addition to these definitions, it should be understood that children can also be abused by being sexually exploited, honour based violence, forced marriage or female genital mutilation. To support the local context, all staff have access to the [Surrey Safeguarding Children's Board Levels of Need Threshold Document](#).
- 11.2 **What is abuse and neglect?**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.
- 11.3. **Physical abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- 11.4. **Emotional abuse**

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or

corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur in isolation.

11.5. **Sexual abuse**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including online).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

12. Indicators of Abuse – Emotional Abuse

- 13.1. Most harm is produced in *low warmth, high criticism* homes, not from single incidents.
- 13.2. Emotional abuse is difficult to define, identify/recognise and/or prove.
- 13.3. Emotional abuse is chronic and cumulative and has a long-term impact.
- 13.4. All kinds of abuse and neglect have emotional effects, although emotional abuse can occur by itself.
- 13.5. Children can be harmed by witnessing someone harming another person – as in domestic abuse.
- 13.6. It is sometimes possible to spot emotionally abusive behavior from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

13.7. **Indicators of emotional abuse**

13.7.1. Developmental issues

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

13.7.2 Behaviour

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

13.7.3 Social issues

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

13.7.4 Emotional responses

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

14. Indicators of Abuse – Physical Abuse

14.1 Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* – e.g. knees, shins.

14.2. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries

and no child should be asked to remove clothing by a member of staff of the school.

14.3. Indicators of physical abuse / factors that should increase concern

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs

- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

14.4. In the context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adults words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

14.5. You should be concerned if a child:

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention
- admits to a punishment that appears excessive.

15. INDICATORS OF ABUSE – Sexual Abuse

15.1. Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.

15.2. Sexual exploitation is seen as a separate category of sexual abuse.

15.3. Characteristics of child sexual abuse:

- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent (this may occur online)
- grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

15.4. Most people who sexually abuse children are men, but some women sexually abuse too.

15.5. Indicators of sexual abuse

15.5.1. Physical observations:

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

15.5.2. Behavioural observations:

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually inappropriate behaviour
- Hinting at sexual activity
- Inexplicable decline in education progress
- Depression or other sudden apparent changes in personality as becoming insecure
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour,
- Onset of wetting, by day or night; nightmares

- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation,
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

16. Peer on Peer Abuse

16.1

An allegation may be of such a serious nature, that they may raise safeguarding concerns. BSOR recognises that children are capable of abusing their peers. It will not be passed off as 'banter' or part of growing up'. The forms of peer on peer abuse are outlined below.

16.2

Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.

16.3

Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.

Harmful Sexual Behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others.

16.4

Serious Youth Violence – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19' i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way, but also includes assault with injury offences.

16.5

The term peer-on-peer abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.

16.6

There are also different gender issues that can be prevalent when dealing with peer on peer abuse (i.e. girls being sexually touched/assaulted or boys being subjected to initiation/hazing type violence).

16.7

16.7.1

BSOR aims to reduce the likelihood of peer on peer abuse through: the established ethos of respect, friendship, courtesy and kindness high expectations of behaviour

16.7.2

clear consequences for unacceptable behaviour providing a developmentally appropriate PSHE curriculum which develops students'

16.7.3

understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe

16.7.4

systems for any student to raise concerns with staff, knowing that they will be listened to, valued and believed

- 16.7.5 robust risk assessments and providing targeted work for students identified as being a potential risk to other students and those identified as being at risk
- 16.7.6 Research indicates that young people rarely disclose peer on peer abuse and that if they do, it is likely to be to their friends. Therefore, BSOR will also educate students on how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice
- 16.7.7 Any concerns, disclosures or allegations of peer on peer abuse in any form should be referred to the PRINCIPAL using BSOR child protection procedures as set out in this policy. Where a concern regarding peer on peer abuse has been disclosed to the PRINCIPAL(s), advice and guidance will be sought from Children Social Care and where it is clear a crime has been committed or there is a risk of crime being committed, the Police will be contacted
- 16.7.8 If a student's behaviour negatively impacts on the safety and welfare of other students then safeguards will be put in place to promote the well-being of the students affected and the victim and perpetrator will be provided with support.

Sexual Violence and Sexual Harassment between Children in Schools Peer on Peer Abuse Policy

Context

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their education attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students BSOR staff are supported and protected as appropriate.

- The victim and the alleged perpetrator sharing classes and space at BSOR.

Action: The PRINCIPAL will consider:

- The wishes of the victim.

- The nature of the incident including whether a crime has been committed and the harm caused.
- Ages of the children involved.
- Developmental stages of the children.
- Any power imbalance between the children.
- Any previous incidents.
- Ongoing risks.
- Other related issues or wider context.

Options: The PRINCIPAL decision-making regarding the issue with the following possible options:

- Manage internally
- Early Help intervention
- Report to the police
-
- Ongoing Response:**

The PRINCIPAL will manage each case individually and will ensure the risk assessment is reviewed regularly with relevant partner agencies, for example the Police and Children’s Social Care. Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim. The PRINCIPAL will consider how best to keep the victim and perpetrator a reasonable distance apart on school premises and on transport where appropriate.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and may lead to the view that allowing the perpetrator to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially themselves and other students).

Where a criminal investigation into sexual assault leads to a conviction or caution, the school or college will, if it has not already, consider any suitable sanctions in light of their behaviour policy, which may include consideration of permanent exclusion. Where the perpetrator is going to remain at the school or college, the Headteacher should continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school and college 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.

The victim, alleged perpetrator and any other affected children and adults will receive appropriate support and safeguards on a case-by-case basis.

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 students to students 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.

References:

[DfE Keeping Children Safe in Education 2018](#)

[DfE Sexual Violence and Sexual Harassment between Children in Schools and Colleges May 2018](#)

17. Anti-bullying/Cyberbullying

- 17.1 BSOR acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying.
- 17.2 When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm', a bullying incident should be addressed as a Child Protection concern.

18. Racist Incidents

- 18.1 BSOR acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

19. Radicalisation and Extremism

- 19.1 The Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.
- 19.2 Extremism is defined as 'as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
- 19.3 Some children are at risk of being radicalised, adopting beliefs and engaging in activities which are harmful, criminal or dangerous. This can happen both online and offline.
- 19.4 BSOR is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern, and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.
- 19.5 BSOR seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology, Irish

- Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.
- 19.6 School staff receive training to help identify early signs of radicalisation and extremism.
Indicators of vulnerability to radicalisation and extremism.
- 19.7 Opportunities are provided in the curriculum to enable students to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British
- 19.8 When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the Principal. If the matter is urgent, then Police must be contacted by dialling 999. In non-urgent cases where police advice is sought, then dial 101 and ask to speak with the Police Prevent Coordinator.

Indicators of vulnerability to radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

- The demonstration of unacceptable behaviour by using any means or medium to express views which:
- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seeking to provoke others to terrorist acts;
- Encouraging other serious criminal activity or seeking to provoke others to serious criminal acts; or
- Fostering hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society
- Personal Crisis – the student may be experiencing family tensions, a sense of isolation and low self-esteem, they may have dissociated from their existing friendship group and become
Involved with a new and different group of friends, or they may be searching for answers to questions about identity, faith and belonging

- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – the student / pupil may have perceptions of injustice or a feeling of failure
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration
- Special Educational Needs and Disability – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and / or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

21. Domestic Abuse

- 21.1 Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.
- 21.2 We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.
- 21.3 Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse.

22. Child Sexual Exploitation (CSE)

- 22.1 Child sexual exploitation is a form of child sexual abuse which occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexually activity (a) in exchange for something the victim needs or wants,

- and/or (b) for the financial advantage or increased status of the perpetrator or a facilitator.
- 22.2 The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. All staff are aware of the link between online safety and vulnerability to CSE.
 - 22.3 Any concerns that a child is being or is at risk of being sexually exploited should be passed without delay to the PRINCIPAL. BSOR is aware there is a clear link between regular school absence/truancy and CSE. Staff should consider a child to be at potential CSE risk in the case of regular school absence/truancy and make reasonable enquiries with the child and parents to assess this risk.
 - 22.4 The PRINCIPAL will use the Surrey Safeguarding Children's Board CSE Screening Tool alongside staff who know the child well on all occasions when there is a concern that a child is being or is at risk of being sexually exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually exploited.
 - 22.5 In all cases if the tool identified any level of concern (green, amber or red) the PRINCIPAL should contact their local Referral, Intervention and Assessment team and email the completed CSE Screening Tool along with a Multi-Agency Referral Form (MARF). If a child is in immediate danger the police should be called on 999.
 - 22.6 BSOR is aware that a child often is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse. Children also rarely self-report CSE, so staff must be particularly vigilant to potential indicators of risk.
 - 22.7 BSOR includes the risks of sexual exploitation in the PHSE curriculum. Students will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE, including online, and knowing how and where to get help.

23. Child Criminal Exploitation and Gangs

- 23.1 There are a number of areas in which young people are put at risk by gang activity, both through participation in, and as victims of, gang violence which can be in relation to their peers or to a gang-involved adult in their household.
- 23.2 A child who is affected by gang activity or serious youth violence may have suffered, or may be likely to suffer, significant harm through physical, sexual and emotional abuse or neglect.
- 23.3 The risk or potential risk of harm to the child may be as a victim, a gang member or both - in relation to their peers or to a gang-involved adult in their household. Teenagers can be particularly vulnerable to recruitment into gangs and involvement in gang violence. This vulnerability may be exacerbated by risk factors in an individual's background, including violence in the family, involvement of siblings in gangs, poor educational attainment, or poverty or mental health.
- 23.4 Criminal exploitation of children is a typical feature of county lines criminal activity. Key identifying features of involvement in county lines are when children are missing, when the victim may have been trafficked for

- transporting drugs, a referral to the National Referral Mechanism should be considered with Social Care and Police colleagues.
- 23.5 A child who is affected by gang activity, criminal exploitation or serious youth violence can be at risk of significant harm through physical, sexual and emotional abuse. Girls may be particularly at risk of sexual exploitation.
- 23.6 Any concerns that a child is being or is at risk of being criminally exploited will be passed without delay to the PRINCIPAL. The school is aware there is a clear link between regular non-attendance at school and exploitation. Staff will consider a child to be at potential risk in the case of regular non-attendance at school and make reasonable enquiries with the child and parents to assess this risk.
- 23.7 A referral to the MASH will be made when any concern of harm to a child as a consequence of gang activity including child criminal exploitation becomes known. Any member of staff who has concerns that a child may be at risk of harm should immediately inform the PRINCIPAL. The PRINCIPAL will contact the MASH. If there is concern about a child's immediate safety, the Police will be contacted on 999.

24. Youth Produced Sexual Imagery (Sexting)

- 24.1 The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.
- 24.2 Youth produced sexual imagery refers to both images and videos where:
- 24.2.1 a person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
 - 24.2.2 a person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
 - 24.2.3 a person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.
- 24.3 All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'.
- 24.4 Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.
- 24.5 If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the PRINCIPAL immediately. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.
- 24.6 The PRINCIPAL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process, if there is concern

- a young person has been harmed or is at risk of harm a referral should be made to the Police if appropriate.
- 24.7 Immediate referral at the initial review stage should be made to Police if:
- 24.7.1 the incident involves an adult
 - 24.7.2 there is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs)
 - 24.7.3 what you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent
 - 24.7.4 the imagery involves sexual acts
 - 24.7.5 the imagery involves anyone aged 12 or under
 - 24.7.6 there is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.
- 24.8 If none of the above apply then the PRINCIPAL will use their professional judgement to assess the risk to students involved and may decide, with input from Head Office, to respond to the incident without escalation to the police.
- 24.9 In applying judgement the PRINCIPAL will consider if:
- 24.9.1 there is a significant age difference between the sender/receiver
 - 24.9.2 there is any coercion or encouragement beyond the sender/receiver
 - 24.9.3 the imagery was shared and received with the knowledge of the child in the imagery
 - 24.9.4 the child is more vulnerable,
 - 24.9.5 there is a significant impact on the children involved
 - 24.9.6 the image is of a severe or extreme nature
 - 24.9.7 the child involved understands consent
 - 24.9.8 the situation is isolated or if the image been more widely distributed
 - 24.9.9 there other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances
 - 24.9.10 The children have been involved in incidents relating to youth produced imagery before.
- 24.10 If any of these circumstances are present the situation will be escalated to the police Otherwise, the situation will be managed by BSOR.

25. Female Genital Mutilation (FGM)

- 25.1 Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. [A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s](#), which are identified in the course of their professional work, to the police.
- 25.2 The duty applies to all persons in BSOR who is employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the PRINCIPAL should be informed.
-

- 25.3 If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.
- 25.4 School staff are trained to be aware of risk indicators of FGM which are set out in Appendix 4. Concerns about FGM outside of the mandatory reporting duty should be reported as per BSOR child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female students about going on a long holiday during the summer vacation period. There should also be consideration of potential risk to other girls in the family and practicing community.
- 25.5 Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.
- 25.6 There are no circumstances in which a teacher or other member of staff should examine a girl.

26. Forced Marriage

- 26.1 A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.
- 25.1 Forced marriage is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014, forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.
- 25.2 A forced marriage is not the same as an arranged marriage which is common in several cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.
- 25.3 School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with the contact centre or the Forced Marriage Unit 200 7008 0151.

27. Honour-based Violence

- 27.1 Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.
- 27.2 Honour based violence might be committed against people who:
 - 27.2.1 become involved with a boyfriend or girlfriend from a different culture or religion
 - 27.2.2 want to get out of an arranged marriage
 - 27.2.3 want to get out of a forced marriage

27.2.4 wear clothes or take part in activities that might not be considered traditional within a particular culture.

27.3 It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no honour, and there cannot be any justification for abusing the human rights of others.

28. One Chance Rule

28.1 All staff are aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBV. Staff recognise they may only have 'one chance' to speak to a student who is a potential victim and have just one chance to save a life.

28.2 BSOR are aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.

29. Private Fostering Arrangements

29.1 BSOR recognise that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

29.2 By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. However, where a member of staff becomes aware that a student may be in a private fostering arrangement, they will raise this with the PRINCIPAL and the PRINCIPAL will notify Head Office.

30. Looked After Children

30.1 The most common reason for children becoming looked after is as a result of abuse and neglect. BSOR ensures that staff have the necessary skills and understanding to keep children looked after safe. Appropriate staff have information about a child's looked after legal status and care arrangements.

34. Restrictive Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is or at immediate risk of harming him/herself or others, and that at all

times it must be the minimal force necessary to prevent injury to another person.

Such events should be fully recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained in

"Positive Options" techniques.

Staff understand that physical intervention of a nature which causes injury or distress

to a child may be considered under child protection and/or disciplinary procedures.

staff have been given 'Safe Practice' guidance to ensure they are clear about their

professional boundaries.

35. Whistle-blowing

- 35.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 35.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in BSOR's safeguarding arrangements
- 35.3 The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about a way a concern is being handled by BSOR. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.