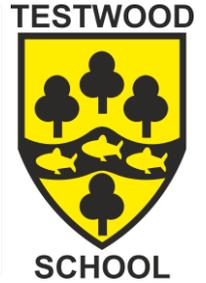


Testwood Sports College Safeguarding and Child Protection Policy



Key Responsibility area:	JP, TW, KI & DM/PCW/S/1
Last Review:	September 2016
Next Review:	September 2017

Article 6 (life, survival and development)

Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

Article 34 (sexual exploitation)

Governments must protect children from all forms of sexual abuse and exploitation

Article 36 (other forms of exploitation)

Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.

Principles

At Testwood we recognise that our prime responsibility is to promote and safeguard the welfare of our students. The students have the right to protection, regardless of age, gender, race or disability. They have a right to feel safe in college *and whilst the college will work openly with parents as far as possible, we reserve the right to contact Childrens' Services or the Police, without notifying the parents.*

A) Purpose

- 1) Provide staff with clear guidelines regarding the reporting of suspected neglect, physical abuse, sexual abuse, emotional abuse, grave concern, female genital mutilation, child sexual exploitation and radicalisation.
- 2) Develop and then implement procedures for identifying and reporting cases, or suspected cases, of abuse
- 3) Ensure that the students know that there are adults who they can approach if they are worried or in difficulty
- 4) Establish a safe environment in which students can learn and develop
- 5) Establish safer recruitment through checking suitability of staff and volunteers to work with students

B) Outcomes

- 1) There is a named DSL in college, who is Mrs J. Pitman. There are also 3 other Designated Safeguarding Officers (DSO), Mrs P, Kennedy, Mrs K. Isaac and Mr D. Murphy.

- 2) That staff are aware about how to follow CP procedures and report any concerns verbally, as soon as possible to a DSL at Testwood.
- 3) Teachers take disclosure seriously, respond quickly & calmly then seek advice
- 4) Reassure the child but explain that others will have to be informed. Do not promise confidentiality
- 5) DSL will make an accurate written account and inform and liaise with Children Services when appropriate
- 6) College staff should not inform the parents if abuse is suspected by the parent
- 7) Ensure safe recruitment and selection practices are followed including DBS checks

We will follow the guidelines outlined in the DfE guidance, 'Keeping Children Safe in Education' published in July 2015.

C) CHILD PROTECTION PROCEDURE

If a child discloses to you that he/she has been a victim of abuse or if you have reasonable suspicion that a child may be abused, then you will need to:

- BE SYMPATHETIC
- BE SUPPORTIVE
- FOLLOW THE CHILD PROTECTION PROCEDURE BELOW

- a) Explain that you understand how brave he/she has been to share the information.
- b) Explain that you must take this matter further so that his/her safety can be secured.
- c) INFORM THE COLLEGE'S DSL IMMEDIATELY OF THE DISCLOSURE.
- d) Write down a **factual** account of your conversation immediately.

Note: *Do not seek to engage in an "in-depth" interrogation of the child; if abuse has been perpetrated you could jeopardise future prosecution by being accused of having influenced a child's statements by the asking of "leading questions". Fully trained police officers and social workers will undertake any investigative conversations, should the situation demand it.*

This policy was approved by the Governing Body and will be reviewed annually.

Policy Agreed: September 2016

Date of Review: September 2017

Signature of Chair of Governors:



D) DEFINITIONS

Each of the three following requirements needs to be fulfilled before an incident can be defined as child abuse:

- i) There must be some definable behaviour in relation to the child. This may be an act of commission or omission and it can be physical, sexual or emotional. It is important to identify a specific instance or instances when the behaviour occurred.
- ii) That harm is suspected and/or evident or expected on the basis of professional judgement or research evidence.
- iii) A cause or link needs to be established between behaviour and harm to the child (or the behaviour is such that harm will very likely occur).

The following categories for registration of abuse are not mutually exclusive. The term "child abuse" in this procedure is intended to cover all these categories. Professional staff need to consider systematically whether all or some of these categories of abuse are present as well as the degree to which they are present, in relation to each child in the household or beyond:

1. NEGLECT

The persistent or severe neglect of a child (for example, exposure to any kind of danger, including cold and starvation) which results in serious impairment of the child's health or development, including non-organic failure to thrive.

2. PHYSICAL ABUSE

Physical injury to a child, including deliberate poisoning and smothering, where there's definite knowledge, or reasonable suspicion, that the injury was inflicted or knowingly not prevented.

3. SEXUAL ABUSE

Involvement of a dependent, developmentally immature child or student in sexual activities they do not truly comprehend, to which they are unable to give informed consent, or which violate the social taboos of family roles.

4. EMOTIONAL ABUSE

The severe adverse effect on the behaviour and emotional development of a child caused by persistent or severe emotional ill treatment or rejection. All abuse involves some emotional ill treatment: this category should be used where it is the main or sole form of abuse.

E) CHILD SEXUAL EXPLOITATION (CSE)

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

F) PREVENTING RADICALISATION

From July 2015 specified authorities including schools are subject to duty under section 26 of the Counter-Terrorism and Security Act 2015 to prevent people from being drawn into Terrorism. This duty is also known as the Prevent Duty.

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

G) FEMALE GENITAL MUTILATION

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. FGM particularly affects girls from Africa. Although FGM takes place between birth and around 15 years old; it is believed that the majority of cases happen between the ages of 5 and 8.

H) GRAVE CONCERN

Student whose situations do not currently fit the above categories, but where social and/or medical assessments indicate that they are at significant risk of abuse. These could include situations where another child in the household has been harmed or the household contains a known abuser.

If staff have concerns about the way a case is being dealt with at Testwood please speak to Mrs Pitman in the first instance.

In the event of concerns out of school hours please contact Mrs Pitman on 07753 214152.

If staff still have concerns they should call 01329 225 379 which is the County professionals line for Child Protection or at weekends or school holidays then contact the out of hours 'Professionals line' at 0300 555 1373

CYBER-BULLYING: PRACTICAL ADVICE FOR TESTWOOD STAFF

The development of new technologies and systems eg mobile phones, email and social networking websites means that bullying is often now taking on a new form; cyber-bullying. Victims of cyber-bullying can experience pain and anxiety as much as traditional forms of bullying, particularly as it can occur outside of the college and school hours, significantly intruding into the personal life of the victim. Whilst it is difficult for college and teachers to deal with this as they have no direct control over external websites there are a range of actions that staff can take to reduce the chances of cyber-bullying occurring and actions that can be undertaken where it has already occurred.

The guidelines for Headteachers and Governors in dealing with allegations of bullying or harassment define cyberbullying as “the use of information and communication technologies to threaten, harass, humiliate, defame or impersonate”. Cyberbullying may involve email, virtual learning environments, chat room, social networking sites, mobile and landline telephones, digital camera images and game and virtual world sites.

This practical advice supplements the guidelines and provides links to other guidance available to staff in relation to Cyberbullying.

DOs

- Keep passwords confidential
- Ensure you familiarise yourself with your college’s policy for acceptable use of technology, the internet, email and HCC and school intranets.
- Ensure any social site you use has restricted access
- Ensure that you understand how any site you use operates and therefore the risks associated with using the site
- Consider carefully who you accept as friends on a social networking site
- Report to your Headteacher any incidents where a **current or past student** has sought to become your friend through a social networking site
- Check what images and information is held about you online but undertaking periodic searches of social networking sites and using internet search engines
- Take care when publishing information about yourself and images of yourself on line – assume that anything you release will end up in the public domain
- Be aware that any off-duty inappropriate conduct, including publication of inappropriate images and material and inappropriate use of technology could lead to disciplinary action within your employment
- Liaise with your Headteacher and Head of ICT to remove inappropriate material if it appears on the school website
- Take screen prints and retain text messages, emails or voice mail messages as evidence
- Follow college policies and procedures for e-safety, including access to and use of email, internet and HCC intranet
- Follow college procedures for contacting parents and/or students
- Only contact students and/or parents via school based computer systems
- Keep your mobile phone secure at all times
- Answer your mobile telephone with ‘Hello’ rather than your name, if the number on the display is unknown to you
- Use a college mobile phone where contact with parents and/or students has to be made via a mobile (eg during an educational visit off site)
- Erase any parent or student data that is stored on a college mobile phone after use
- Seek support from your manager, professional association/trade union, friend, employee support line as necessary
- Report all incidents of cyberbullying arising out of your employment to your Headteacher
- Report any specific incident on a Violent Incident Report (VIR) form as appropriate
- Provide a copy of the evidence with your Headteacher when you report it and further evidence if further incidents arise
- Seek to have offensive online material removed through contact with the site
- Report any threatening or intimidating behaviour to the police for them to investigate
- Access and use the DCSF guidance on Cyberbullying, specifically the advice on reporting abuse and removal of material/blocking the bully’s number/email (see attachment/link below)

- Support colleagues who are subject to cyberbullying

DON'Ts

- Allow any cyberbullying to continue by ignoring it and hoping it will go away
- Seek to return emails, telephone calls or messages or retaliate personally to the bullying
- Put information or images on-line, take information into college, or share them with colleagues, students or parents (either on site or off site) when the nature of the material may be controversial
- Accept friendship requests from students or parents – current, future or previous.
- Release your private e-mail address, private phone number or social networking site details to students and parents
- Use your mobile phone or personal e-mail address to contact parents and/or students
- Release electronically any personal information about students except when reporting to parents
- Pretend to be someone else when using electronic communication
- Take pictures of students with school equipment without getting parental permission or without being directed to undertake such activity for an appropriate specified purpose
- Take pictures of students on your own equipment

Further guidance is available to schools in relation to Cyberbullying as a whole school community and specifically in relation to cyberbullying of and by students via:

- www.digizen.org

STAFF DRESS CODE

Following enquiries from staff about appropriate attire, this dress code has been devised. This policy was adopted in October 2014.

- Staff are expected to wear smart clothing appropriate for an educational environment where they act as role models for young people.
- While on site, male and female staff should not wear facial piercings or have body art (tattoos) on display.
- Male staff would usually wear a jacket and tie.
- Female staff would wear tops which are smart (i.e. not strappy vest tops). Very short skirts and low cut tops are not appropriate as, by being revealing, they may appear provocative to adolescents.
- Staff must avoid under dressing for the college day and therefore beach wear, leggings or jeans are not permitted.
- Staff should ensure footwear is appropriate for a site with stairs and steps. Staff should not wear unsafe footwear which might cause a hazard in evacuation situations when everyone has to leave the building safely. This includes flip flips or other beach style footwear.
- Staff taking part in sport lessons or activities will wear appropriate sportswear and footwear. Staff taking part in other practical lessons may wear clothing appropriate to the practical activity but must conform to the criterion above of appropriateness for college. Safety wear must conform to health and safety regulations (protective clothing, safety goggles, safety footwear for site staff).
- On INSET days when the students are not on site, staff are permitted to dress more casually.
- During the summer months when the temperature rises, staff should be mindful that the students still wear the same uniform. Staff attire should still be smart and appropriate for the secondary education environment as indicated above.