



September 2021

Dear Parents and Carers

Pastoral and Safeguarding Reminders

I would like to take this opportunity, at the start of this academic year, to share some important pastoral information and to remind everyone of our reporting routes for any safeguarding concerns.

In addition, I am also including my regular half-term supplementary guidance and updates on some specific safeguarding issues. This half term I shall be focusing on prejudicial language, the Prevent duty and will provide some further information related to online safety. I would, as always, encourage you to take the time to read these and to discuss them with their child.

Attendance

You should have received a letter from me this week, explaining the importance of school attendance and the procedures that we follow to support with this.

Home School Agreement and Anti-Bullying Charter

These are two very important documents, outlining our ethos and expectations, as well as pledging our community to a zero tolerance of bullying of any form. I should be grateful if you could take some time to discuss these with your child and then complete the form to acknowledge that they have been read and understood. The links can be found below:

[Home School Agreement](#)

[Anti-Bullying Charter](#)

Reporting safeguarding concerns reminder

We have a trained team of Designated Safeguarding Leads (DSLs). They are:

- Dr Hall (Senior DSL)
- Ms Jenkins
- Mr Tiley
- Mrs Harper
- Miss Yacoby
- Mr Alderman
- Mrs Wheeler
- Ms Bateman
- Mrs Day

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Concerns can be raised via the DSL team or indeed any colleague in the school that a student feels comfortable to talk to. All staff receive annual safeguarding training, including how to support when disclosures are made.

If a student does not want to speak directly to a member of staff, then there are also students trained in anti-bullying and/or mental health support who can be approached. As well as providing immediate peer support, they will also ensure that the DSL team are informed.

We also have our Stay Safe (staysafe@testbourne.school) and No to Bullying (ntb@testbourne.school) alerts that can be used to raise concerns with our DSL Team.

Our Child Protection Policy is available on our school website [HERE](#)

The supplementary section of this letter outlines how the school addresses the specific issues of prejudicial language, the Prevent duty and online safety.

Yours faithfully

A handwritten signature in blue ink, appearing to read 'Dr Hall'.

Dr Hall
Deputy Headteacher (Pastoral)



Supplementary Information

Prejudicial language

(This is based on Hampshire County Council's 'Prejudicial Language and Behaviours' Toolkit)

Every child and adult in our school community has the right to be protected from prejudicial views and behaviours. Prejudicial language or behaviour can be defined as:

'Words or acts based on preconceived opinion that is not based on reason or actual experience, for example, not liking someone based on their skin colour or sexual identity'

Within our school we will not tolerate any prejudicial language or behaviour aimed at students or adults.

A working definition for racist incidents was first put forward by the Stephen Lawrence Inquiry as any incident which is perceived to be prejudice-related by the victim or any other person. This has since been extended to cover all incidents related to the protected characteristics set out in The Equality Act 2010

The Act uses the term protected characteristics to refer to aspects of a person's identity. Treating a person less favourably because they have one or more of these characteristics would be unlawful. The protected characteristics are:

- Age
- Race
- Sex
- Gender
- Marriage and Civil partnership
- Pregnancy and Maternity
- Religion
- Sexual Orientation.

What are the most common types of prejudicial incident?

Prejudicial incidents can take several forms. Typically, these include:

- Prejudicial language
- Ridicule and jokes
- Verbal abuse
- Physical assault
- Graffiti or damage to property
- Discriminatory behaviour, e.g., refusing to work with a student because of their race or religion
- Incitement to behave in a prejudicial manner, e.g., wearing racist badges,



- Recruiting to racist organisations
- Bringing in homophobic or transphobic literature
- Cyber bullying.

Bullying in any form is unacceptable and can be very damaging. Prejudice related incidents have some features that distinguish from these. A prejudice-related incident does not just impact on the individuals involved, but it is an attack on someone as a representative of a community or group, which means that the impact of the incident is felt more widely, spreading fear and creating a hostile environment for other students and staff who share the same protected characteristic.

Perpetrators of prejudice-related incidents may feel that they are entitled to behave in this way and that their behaviour is condoned by wider society. If left unchallenged, they may develop a deep-seated intolerance and inability to value diversity.

Psychological research has shown that stereotyping and prejudice create a negative impact on children's young minds. They can play a major role in shaping their individuality as they grow up. Some negative effects of stereotyping are:

- It makes children narrow minded
- It creates cultural barriers
- It demotivates children and lowers their self esteem
- It deters children from being their own selves
- It can create loneliness, anxiety and depression in marginalised children.
(Information courtesy of Hampshire and Isle of Wight Educational Psychology)

As a school, with a zero-tolerance of prejudicial language and incidents we work with students and staff to ensure that:

- Students feel safe, supported and confident that they can report any concerns. All prejudicial incidents that are reported to us will be investigated and addressed.
- Perpetrators of prejudicial incidents are swiftly addressed with an appropriate and strong consequence. They will then be provided educational support to ensure that this behaviour is not repeated.
- Students are provided with high quality education through their PSHCE and pastoral programmes.
- Staff routinely challenge prejudicial behaviours to reinforce that it does not become normalised or accepted. We will encourage our students to feel confident and safe to do the same.

In addition:

- We routinely analyse trends so that we can better tailor our education programmes and carry out more preventative, rather than reactive, work.
- Through our understanding of the nature and frequency of prejudice-related incidents it allows us to target training needs for both staff and students.



- We continually monitor the success of any strategies that we implement.

We strongly encourage our students and staff to report any issues to us.

As parents and carers, your support is also valuable to us and greatly appreciated. There are several approaches that you can take with your child that will help to ensure that Testbourne's ethos of zero-tolerance remains a reality.

You are the most significant and influential people in your children's lives. You have an opportunity to make a real difference by:

- Setting a good example for your children through your own attitudes and behaviour towards others.
- Talking to your children about prejudice and discrimination and getting them to think about their attitudes and the way they treat others.
- Giving your children support and encouragement if they experience prejudice and discrimination.
- Reporting your concerns to us.

Prevent Duty and Radicalisation

The Counterterrorism and Security Act (2015) places a responsibility on schools to participate in work to prevent young people from being drawn into terrorism, and to challenge extremist ideas that support, or are shared by, terrorist groups. This is known as the Prevent Duty.

The Prevent Duty ensures that schools give due regard to preventing students from being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

The Prevent duty is not intended to limit discussion of these issues. We do recognise, however, our duty to tackle political indoctrination and secure a balanced presentation of political issues. This aspect underpins the relevant elements of our PSHCE curriculum, as well as our approach to Fundamental British Values.

Although rare in the UK, acts of terrorism are a reality; the threat of attack on society is posed by a minority of people who encourage or glorify violence in the name of a political ideology or religion. Currently, the threat is mainly from Al-Qaida and ISIS influenced terrorists and people returning from international war zones such as Syria and Iraq.

Other extremist groups, however, also pose a threat to public safety and the British multi-cultural way of life. These include Far Right extremists, Irish dissidents, Anti-Abortion, Animal Rights and Eco-Terrorist groups. In summary, any organisation that encourages violence to achieve political change comes under the Prevent Duty.



Despite the high levels of media attention given to these issues, the chances of them affecting you as a parent are very low. It is important to remember that most people will never support terrorism and that the amount of young people that become involved in terrorism is very small. Terrorists and extremists will, however, try to influence children and young people to radicalise them to their cause.

It can be helpful to know what some of the possible signs of radicalisation can be. It's not always easy to know if changes in behaviour are a normal part of growing up i.e., changing moods and views, pushing boundaries and rebelling against authority do not mean they're being radicalised.

It has been recognised that young people with low self-esteem, who have experienced bullying or isolation from peers, can be vulnerable to being radicalised. Some things to look out for include:

- Change in attitude and values
- Rejection by peers or family
- Extremist influence or pressure
- Feelings of injustice or inequality
- Identity confusion
- Needing to feel part of something
- Exposure to extreme material
- Grievance with society
- Social exclusion or bullying

The NSPCC advise that other signs to look out for are:

- Isolating themselves from family and friends
- Talking as if from a scripted speech
- Unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use.

Hampshire Constabulary provide useful advice on recognising the signs, as well as tips for talking to and reassuring your child through their Safe4me website <https://www.safe4me.co.uk/parents/>

The NSPCC are another good source of advice and guidance: [Protecting children from radicalisation](#)

Advances in digital technology and social media are being exploited by terrorists and extreme groups to radicalise people, display propaganda and spread narratives. By having a smartphone, iPad or games console, your child has access to extreme content, websites and people who will want to influence them towards extreme views, increasing the risk of them becoming radicalised.



Curiosity can lead young people to search for material or be befriended by a 'radicaliser' posing to be a 'regular person' with the intention of influencing their beliefs to persuade them to join their cause. This emphasises the need to be open with your child about online risks.

It is worth considering the following when talking to your child about online risks:

- **Explain** the intentions some people may have online to radicalise or groom people.
- **Reassure** them to tell you if they're worried about contact from someone or if they something upsetting online.
- **Explain** what they should do if they suspect someone is trying to radicalise/groom them.

You can also monitor your child's online activity by checking the browsing history on their device.

Positive influences can be very important, encouraging positive ways for your child to channel their energy, focus their thinking and feel a sense of belonging to a group or a team. Confidence with their identity and inclusion with other positive people can reduce the risk of developing vulnerabilities linked to radicalisation and extremism.

There are number of ways that you can report any concerns that you have.

School:

Concerns can be reported to us via the reporting routes outlined in my letter above. If necessary, we will make referrals to Children's Service in the first instance.

Hampshire Police:

<https://www.hampshire.police.uk/contact/af/contact-us/>

You can telephone 101 for non-emergency assistance

If your child is in immediate danger call 999

NSPCC:

You can report concerns anonymously and access to advice and support via their website.

<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/protecting-children-from-radicalisation/>

You can telephone: 0808 800 5000 (24hrs) 24/7

Email: help@nspcc.org.uk



Education Against Hate:

This is a website developed by the Department for Education and the Home Office to support parents and professionals providing practical advice, support, and resources to protect children from extremism and radicalisation. <https://educateagainsthate.com/parents/>

Internet Matters:

This provides advice and information for parents to talk and deal with online radicalisation. <https://www.internetmatters.org/issues/radicalisation/>

Government Online Reporting:

Here you can anonymously report suspicious activity or illegal online terrorist information, pictures or videos.

<https://www.gov.uk/terrorism-national-emergency/reporting-suspected-terrorism>

Online Safety

I provided some guidance regarding online safety in my June 2021 update, and this is a follow-up to that.

Technological hardware and software are developing continuously with an increase in functionality of devices that people use. Most children use online tools to communicate with others locally, nationally, and internationally. Access to the Internet and other tools that technology provides is an invaluable way of finding, sharing, and communicating information. While technology itself is not harmful, it can be used by others to make children vulnerable and to abuse them.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
- Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- Commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.



Our education programmes in school support students understanding of these 4 C's so that they can access online resources safely.

To further support our online safety strategies, I am reproducing the guidance that I provided in June 2021.

The NSPCC provides excellent advice and guidance. I shall summarise these, with the appropriate links, below:

- General advice on having discussions about online safety with your child can be found here: [General discussion advice](#)
- Advice on inappropriate and explicit content, including how to support your child if they see something that upsets or concerns them, can be found here: [Inappropriate or explicit content](#)
- Advice on how to ensure that internet connected devices (e.g. FitBit, smart watches) are kept safe for children can be found here: [Keeping internet connected devices safe](#)
- Advice on setting appropriate parental controls can be found here: [Parental controls](#)
- Advice on ensuring that children are safe during online gaming can be found here: [Advice on Online Gaming](#)
- Advice on live streaming and online video applications can be found here: [Live streaming and online video apps](#)
- Advice if you are concerned that your child is viewing online pornography can be found here: [Advice when concerned about online pornography](#)
- Net Aware is an excellent online resource for advice and guidance on the latest apps, social media, and video streaming sites. This can be found here: [Net Aware](#)
- Advice on grooming, including online, can be found here: [Advice when concerned about grooming](#)

Cyberbullying and Sexting (sending nude photos) are two online risks that are, sadly, particularly prevalent among teenagers. **The school does not tolerate these in any way. Reported incidents will be investigated and dealt with.**

The school addresses these through our Anti-Bullying policy and our protocols for peer-on-peer abuse, that I outlined in my previous letter.

- Advice on sexting can be found here: [Advice on concerns about sexting](#) **Please note that creating or sharing sexual images of a child under 18 is illegal, even if the person doing it is a child.**
- Advice on bullying, including cyberbullying, can be found here: [Cyberbullying](#)



It is very important that everyone knows how to report any concerns that they have relating to the online safety of a child. There are several ways that this can be done:

1. Reporting a concern via one of the school's safeguarding routes. We would always want a child, colleague, or parent and carer to do this, even if the matter was then referred to an external agency. We can only act and support when an incident has been reported to us.
2. If your child has been a victim of online sexual abuse, or is concerned about someone communicating with them, then a report can be made to the Child Exploitation and Online Protection (CEOP) command. This is part of the wider National Crime Agency. A link can be found here: [CEOP Reporting](#)
3. Your child can also talk to someone through [Childline](#) or the [Internet Watch Foundation](#)

I hope that you will find this information helpful and, as always, if you have any concerns of any kind about your child's wellbeing then please don't hesitate to contact us.

DHL September 2021