

# **ROBERT COLLEGE**

## **CHILD PROTECTION AND SAFEGUARDING POLICY**

**Version 1.1: April 2020**



**All Robert College employees are required to adhere to this policy, and to be bound by it.**

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## **1. INTENDED AUDIENCE**

- 1.1. All employees of Robert College (including outsourced staff), trustees, volunteers and interns should familiarize themselves with, and abide by, this policy.
- 1.2. This policy will be posted on the intranet and the parent portal.

## **2. CONFIDENTIALITY AND DISTRIBUTION**

- 2.1. This policy is available for all employees of Robert College (including outsourced staff), trustees, volunteers and interns.
- 2.2. Following review, the new copy should replace the old in the above locations: on the intranet and the parent portal. The following colleagues should then be notified:
  - All employees of Robert College (including outsourced staff), trustees, volunteers and interns.

### **3. COMPLIANCE**

- 3.1. All employees of Robert College (including outsourced staff), trustees, volunteers and interns are expected to comply with this policy.
- 3.2. Any non-compliance should be referred to the Head of School, or in his absence, the Associate Heads of School, for a decision.

## 4. EXECUTIVE SUMMARY

### 4.1. This policy covers:

- The procedures for identifying and reporting child protection concerns;
- The role of the Child Protection Officer (CPO) and Deputy CPOs; and the role of all Robert College employees with regard to child protection and safeguarding;
- The procedures to follow related with good practice in safeguarding at Robert College;
- The response to an allegation against any Robert College personnel along with advice for employees to minimize the risks of them being subject to a false allegation;
- The actions that Robert College will take in response to peer-on-peer sexual abuse;
- The support that Robert College will provide to students who are subject to a child protection referral;
- The procedures to be followed in order to inform Robert College students about keeping safe and resisting abuse.

### 4.2. Key roles and contact details are:

- Child Protection Officer: Dr. Margaret Halıcıoğlu ([mhalicioglu@robcot.k12.tr](mailto:mhalicioglu@robcot.k12.tr)/ tel. 212-3592270)
- Deputy Child Protection Officers: Nilhan Cetinyamaç ([ncetinyamac@robcot.k12.tr](mailto:ncetinyamac@robcot.k12.tr)/ tel. 212-3592440) and Koray Demirkapı ([kdemirkapi@robcot.k12.tr](mailto:kdemirkapi@robcot.k12.tr)/tel. 212-3592498)
- Head of School: Adam Oliver ([aoliver@robcot.k12.tr](mailto:aoliver@robcot.k12.tr). Tel. 212-3592211)
- Associate Heads of School: Nilhan Çetinyamaç ([ncetinyamac@robcot.k12.tr](mailto:ncetinyamac@robcot.k12.tr)/ tel. 212-3592440) and Ümran Üngün ([uungun@robcot.k12.tr](mailto:uungun@robcot.k12.tr)/ 212-3592313)

## **5. INTRODUCTION: POLICY STATEMENT/ AIMS OF THE POLICY**

### **5.1. Policy Statement:**

This policy puts the safety and well-being of students at the center of Robert College's work.

It gives clear guidance to its employees, trustees, volunteers and interns about appropriate safeguarding practices and the appropriate response to child protection issues.

Safeguarding students requires a coordinated approach and is everyone's responsibility. No single person can have a full picture of a student's needs and circumstances. In order for students and their families to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

There can be no greater issue of importance to parents, or to schools, than the safety of their children: safeguarding, therefore, remains a priority across all aspects of Robert College's work. The school maintains an attitude of "it could happen here", where safeguarding and child protection are concerned, because this will help all members of the Robert College community to always be vigilant and provide the very best level of care.

Robert College will provide a safe, welcoming, caring, positive and stimulating environment that promotes the social, physical and psychological development of the individual student, free from discrimination or bullying, where students can learn, develop their skills, explore new avenues, and follow their academic and/or co-curricular passions. We strive for a culture of openness, where both students and adults feel secure, able to talk and believe that they are being listened to.

### **5.2. Aims**

The aims of the Child Protection and Safeguarding Policy are to ensure that:

- Child protection and safeguarding procedures are clear, concise and easy to follow;
- Child protection and safeguarding procedures are well understood by all employees, trustees, volunteers and interns;
- Child protection concerns and referrals are handled sensitively, professionally, and in ways that support the needs of the student;
- Students identified as "at risk" are monitored and supported;

- Students are aware of when and how to ask for help;
- Parents understand the school's responsibility to ensure the welfare of all students, and a recognition that this may occasionally require cases to be referred to other agencies as a constructive and helpful measure;
- Every Robert College employee has the best interests of the student in every decision made, and that this is his/her primary consideration;
- All Robert College procedures are reviewed regularly, following best practice in child protection and safeguarding.

## 6. DEFINITIONS AND KEY TERMS

**Abuse:** Abuse can mean neglect, physical abuse, psychological abuse, or sexual abuse, or any combination of these. Parents and others can harm children either by direct acts and/or failure to provide proper care.

**Child Protection:** Child protection is focused on how to respond to children who have been significantly harmed, or are at risk of significant harm.

**Child Protection Team:** At Robert College, the Child Protection Team consists of the CPO, the Deputy CPOs and the Head of Counseling.

**CPO:** Child Protection Officer, the person in the school responsible for following up on all child protection and safeguarding matters, under the supervision of the Head of School. At Robert College, this is Dr. Margaret Halicioğlu.

**Deputy CPOs:** The Deputy CPOs fulfil the same duties as the CPO, in the CPO's absence. At Robert College, the Deputy CPOs are Nilhan Çetinyamaç and Koray Demirkapı. Please always contact the CPO if (s)he is available, but consult with one or both of the Deputy CPOs if the CPO is absent: never wait for the CPO to return from absence before taking action.

**Safeguarding:** Safeguarding is the proactive protection of all children from maltreatment of any sort.

## **7. PRACTICE AND PROCEDURE**

### **7.1. Principles**

- 7.1.1. All children have a right to feel secure; they cannot learn effectively unless they do so. Therefore, Robert College will maintain a positive school atmosphere, careful and vigilant teaching, strong pastoral care, effective support of students, and provision of good role models. All employees of Robert College (including outsourced staff), trustees, volunteers and interns have a key role in the prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a student is at risk of harm, either on campus or in the community.
- 7.1.2. All employees of Robert College (including outsourced staff) are appropriately recruited (with security checks made), then trained and supported so that they feel equipped to respond sensitively to potential child protection concerns.
- 7.1.3. All Robert College students who report abuse will be supported within the school.

### **7.2. Roles and Responsibilities**

All personnel (teaching or non-teaching, employed by the school or outsourced), trustees, volunteers and interns have responsibilities concerning safeguarding and child protection.

#### **7.2.1. Roles and responsibilities of faculty members**

Faculty members have a key role to play in identifying concerns early and in providing help for their students. They have regular opportunities to observe their students, including changes in behavior: seeing students in context like this is incredibly valuable. Faculty members also have an ongoing relationship with their students, who may confide in them about difficulties they are experiencing. All faculty members must understand the importance of reporting suspicious circumstances to the Child Protection Officer (CPO). Beyond the initial reporting of suspected child abuse, faculty have a restricted role, as further judgements, decisions and actions will be taken by the CPO, not by the faculty member reporting the suspicion. Faculty members should never themselves investigate any suspicion of child abuse.

Faculty members have a professional duty to:

- Establish and maintain an environment where their students feel secure, are encouraged to talk, and are listened to;

- Ensure students know that there are adults in the school who they can approach if they are worried or have concerns (counselors, Level Deans, their adviser, the CPO and Deputy CPOs, or any member of the Senior Leadership Team);
- Plan opportunities within the curriculum for students to develop the skills they need to recognize, assess and manage risk appropriately and keep themselves safe;
- Undergo training in order to be aware of and alert to signs of abuse;
- Maintain an attitude of “it could happen here” with regards to child protection;
- Observe and be alert to signs of abuse or changes in behavior;
- Take immediate action in the student’s best interest by reporting any suspicion, evidence of abuse, or evidence of non-accidental injury to the CPO;
- Follow the allegations procedure (see 7.4.2) if the concern is an allegation against a Robert College employee;
- Treat information gathered from students with confidentiality, but never promise to keep a secret;
- Know who the CPO and the Deputy CPOs are, and details of their roles;
- Enquire about the general progress of individual cases in which they are/have been involved, thereby ensuring that a case they have identified is being followed up on thoroughly;
- Have read the Child Protection and Safeguarding Policy and the Responsible Use Policies (RUP) for both students, and RC personnel.

#### 7.2.2. Roles and responsibilities of non-teaching personnel (including outsourced staff), trustees, interns and volunteers

Non-teaching personnel come into contact with students in a range of ways, and in different locations, e.g. on a service bus, in the lunch line, in offices, and on a Community Involvement Program (CIP) project. Students may feel comfortable talking with such adults, sharing their concerns. All non-teaching personnel must therefore understand the importance of reporting suspicious circumstances to the Child Protection Officer (CPO). Beyond the initial reporting of suspected child abuse, non-

teaching personnel have a restricted role, as further judgements, decisions and actions will be taken by the CPO, not by the person reporting the suspicion. Non-teaching personnel should never themselves investigate any suspicion of child abuse.

Non-teaching personnel have a duty to:

- Ensure students know that there are adults in the school who they can approach if they are worried or have concerns (counselors, Level Deans, their adviser, the CPO and Deputy CPOs, or any member of the Senior Leadership Team);
- Undergo training in order to be aware of and alert to signs of abuse;
- Maintain an attitude of “it could happen here” with regards to safeguarding;
- Observe and be alert to signs of abuse or changes in behavior;
- Take immediate action in the student’s best interest by reporting any suspicion, evidence of abuse, or evidence of non-accidental injury to the CPO;
- Follow the allegations procedure (see 7.4.2) if the concern is an allegation against a Robert College employee;
- Treat information gathered from students with confidentiality, but never promise to keep a secret;
- Know who the CPO and the Deputy CPOs are, and details of their roles;
- Enquire about the general progress of individual cases in which they are/have been involved, thereby ensuring that a case they have identified is being followed up on thoroughly;
- Have read the Child Protection and Safeguarding Policy and the Responsible Use Policies (RUP) for both students, and RC personnel.

#### 7.2.3. Roles and responsibilities of the Child Protection Officer and Deputy Child Protection Officers

At Robert College, the Child Protection Officer (CPO) is Dr. Margaret Halicioğlu, and the Deputy CPOs are Nilhan Çetinyamaç and Koray Demirkapı. In addition to the responsibilities of all faculty members (see 7.2.1), the special duties of the CPO and deputies include:

- Dealing with reports of child abuse;
- Reporting any child protection complaints or allegations against any Robert College employee (including outsourced staff), trustee, intern or volunteer immediately to the Head of School;
- Making referrals to outside agencies or organizations (see 7.7 below) when necessary;
- Maintaining and storing securely all records of suspicions and allegations;
- Meeting with the Child Protection Team (CPO, Deputy CPOs and Head of Counseling) whenever there is an allegation;
- Keeping the Head of School informed of any child protection issues that arise;
- Supporting any Robert College employee who makes a referral;
- Ensuring that all RC employees receive basic child protection training every year;
- Ensuring that all new staff, volunteers and interns have child protection training and are made aware of the Child Protection and Safeguarding Policy;
- Ensuring that the Head of School, SLT and residential staff receive appropriate training in safeguarding and child protection;
- Ensuring that recruitment procedures take into account best practice in child protection and safeguarding;
- Ensuring that the procedures outlined in this policy are followed within Robert College.

If the CPO is absent for any reason, all Robert College employees should contact one of the Deputy CPOs, or, in their absence, a member of the SLT.

#### 7.2.4. Role and responsibility of the Head of School

The Head of School, Adam Oliver, has overall responsibility for child protection and safeguarding, ensuring that the CPO fulfils her role. He will report annually to the Board of Trustees on child protection and safeguarding matters.

### 7.3. Preventative Measures

High self-esteem, confidence, supportive friends, and clear lines of communication with trained and trusted adults will help to protect our students from potential abuse. For these reasons, we have a strong pastoral care system comprising:

- Counselors, one per level, who meet weekly with each section in the level, and have individual meetings with students, and, when necessary, their parents, focusing on students' psychological health and preventative care;
- Advising: every faculty member has a group of approximately 10 students who they typically follow from Lise Prep until graduation, getting to know each student individually, following their academic and emotional development for 5 years;
- Level Deans, one per level, each responsible for promoting the personal development of his/her students, including behavior, academics and general welfare;
- Assemblies: weekly in Lise Prep, and periodically for all other levels, to provide opportunities for a whole level to build a sense of community and learn about topics which will support their development and growth as individuals;
- Well-being classes in Lise Prep and L9: a lesson designed to proactively strengthen our students' coping skills, ability to create healthy relationships, resilience, awareness of their own safety, realistic attitudes to their future responsibilities, and healthy lifestyle choices.

Students are aware of who they can approach when they need support, choosing whoever they feel most comfortable with: their counselor, their adviser, their Level Dean, any member of the SLT, or any of their teachers or staff members in whom they trust. Being in a supportive community, acquiring problem-solving skills, having a supportive family, and being surrounded by compassionate empathetic adults are all significant protective factors from abuse.

#### 7.4. Reporting Procedures

The early sharing of information is essential for effective identification, assessment and allocation of the necessary support. No adult in the Robert College community should assume that a colleague or another member of the community will take action if they do not themselves: everyone has the responsibility to share information, which might be critical to keep students safe. Reporting a suspicion to the CPO allows the matter to be investigated cautiously, sensitively and thoroughly. These points should be remembered:

- Talk immediately to the CPO;

- Do not undertake your own investigation;
- Do not discuss the matter with colleagues, friends or family: rather respect the sensitivity of the matter in hand;
- Complete the Child Protection Report Form and hand the hard copy to the CPO: never email anything of a sensitive nature regarding members of the RC community.

An adult only requires reasonable cause for concern regarding potential child abuse in order to report the concern. Arriving at the point where information and its interpretation give reasonable cause for concern depends upon the source of information. If the information comes from the student, then the adult should act immediately and contact the CPO in person. Even one sentence from a student, either in writing or verbally, is sufficient to warrant contacting the CPO. On investigation, maybe there is no cause for concern. Or maybe the action of a concerned individual prevents harm from occurring: erring on the side of caution and talking to the CPO is always advised.

Any concern should be shared face-to-face with the CPO: leaving a voice message or a text message, or sending an email, is insufficient. If the CPO is not immediately available, contact one of the Deputy CPOs, or, in their absence, any other member of the SLT. RC personnel reporting any suspicion or actual case of abuse do so first face-to-face with the CPO, and then in writing using the Child Protection Concern Form, handed in person to the CPO. If anyone is not sure whether or not a concern needs to be reported in writing, the RC employee can talk first with the CPO. The Child Protection Concern Form is available on the Robert College intranet, and in Appendix I of this policy.

Once the CPO has been informed, the person reporting withdraws from the process, but remains vigilant. If (s)he is concerned that the necessary measures are not being taken, (s)he should feel free to check with the CPO that action is being taken, whilst being aware that the CPO will not disclose the nature of any steps underway.

<b>Concern</b>	<b>Report to</b>
Concern about a student	Child Protection Officer
Concern about a parent	Child Protection Officer
Concern about an RC employee	Head of School
Concern about the CPO or Deputy CPOs	Head of School
Concern about the Head of School	Chairman of the Board of Trustees
Concern about adult(s) or personnel from another school	Child Protection Officer

#### 7.4.1. If a student makes a disclosure to you

It takes a lot of courage for a student to approach an adult, to disclose abuse. The teacher should help the student to understand that in such a situation, the adult cannot keep secrets, and will have to pass on the information to the CPO, who will follow up sensitively with the matter. The point at which this piece of information is shared with the student is a matter of professional judgement: telling the student this too early might close the conversation, and the potential good to come from the student's disclosure could be compromised if the student then stops talking. The priority is always to protect the student.

When a student discloses some form of abuse, please:

- Let the student speak freely;
- Be calm and collected: if the student sees you are upset with what is being shared, (s)he may stop talking;
- Be reassuring, e.g. by nodding, or offering comfort with comments such as "This is not your fault", "I am sorry this has happened to you";
- Show the student that you believe him/her;
- Treat the matter seriously – research shows that children are very unlikely to fabricate allegations of sexual abuse;

- Do not be afraid of silences: allow the student the space to formulate his/her words;
- Never ask investigative or leading questions, such as to the frequency of the abuse, or who else knows about it;
- Be wary of offering physical touch as comfort, as this may be far from comforting to an abused child;
- Inform the student that the CPO must be informed either by the student or by the person hearing the details of the abuse: if the student says (s)he will go and see the CPO, still follow up by informing the CPO this has happened;
- After the disclosure, write down what was said, using the student's own words as much as possible, and submit the hard copy of the Child Protection Concern Form in person to the CPO: never send sensitive information via email;
- Do not discuss the matter with colleagues, friends or family – to do so would be a breach of trust and professionalism;
- Do not talk to the person against whom the allegation has been made – again, this would be a serious breach of trust.
- Seek support from the CPO or a Robert College counselor if you feel distressed by what you have learnt.

#### 7.4.2. If you suspect a Robert College employee of abusing a student

In the case of a Robert College employee abusing a student, the person reporting this suspicion must go to the Head of School directly. If the Head of School is not available, then one of the Associate Heads of School, Nilhan Çetinyamaç or Ümran Üngün, should be contacted.

Any suspicion should not be ignored. The person reporting the suspicion should not confront the suspected abuser. If the Head of School is the person suspected of abusing a student, then the Chairman of the Board of Trustees, Jean Manas, should be contacted directly. Those raising concerns or reporting allegations in good faith will always be supported, and adults in respect of whom concerns or allegations have been raised will not suffer any detriment unless the concern or allegation is found to be substantiated. The safety and well-being of students is dependent on the vigilance of all RC employees and their prompt communication with the Head of School.

#### 7.5. Expectations for Robert College employees regarding their actions related with safeguarding and child protection

Robert College employees must do everything within their power to protect themselves from allegations. Sometimes, innocent comments or actions can be taken out of context and misconstrued. The following shows some of the expectations of a Robert College employee in order to avoid actions which could be misinterpreted:

- Avoid overly private one-to-one situations with a student, e.g. always have the door open, or be in a room with a “windowed door”, or within the hearing of others;
- Only use toilets designated for faculty/staff;
- If you must go into a student bathroom because of a concern you have, only ever go in with a colleague, unless in an emergency;
- Residential staff always knock and wait a few seconds before entering a student’s bedroom;
- Never give a lift to a single student in your car, or in a taxi;
- Never make salacious, suggestive or discriminatory comments, either in class, or to an individual student;
- Never allow students to use inappropriate language in your presence;
- Never close the blind on your classroom door, unless for lockdown-related purposes;
- Never befriend or follow a student on social media: this is outlined clearly in the RUP for faculty and staff;
- Never take photos/videos/audio recordings of students on your personal devices unless for a school-related activity: any such photos must be moved to a school-based device within 7 days and deleted from your personal device;
- Never post photos/videos /audio recordings of students on your personal social media accounts;
- If inviting students to your home, always ensure at least 3 students are in attendance, and that you have informed your department head and the parents in advance;

- Never meet single students off campus: always ensure at least 3 students are in attendance;
- Only use school digital platforms, such as the Robert College email or Google Classroom, to have individual contact with students.

#### 7.6. Peer on peer abuse

Students can abuse other students; this is often referred to as peer on peer abuse. There is a separate anti-bullying policy which would normally be followed, including for cases of cyberbullying. However, there may be times when bullying requires that the child protection policy is followed, because of the bully's behavior towards the victim, causing significant harm, or the threat of significant harm. Examples of peer on peer abuse which could constitute a child protection category include:

- Physical abuse such as hitting, shaking, kicking or hair pulling;
- Sexual violence, such as rape or sexual assault;
- Sexual harassment, such as inappropriate language either in a written or oral form, online or face-to-face;
- Sexting, including coercing someone to send sexual images;
- Initiation rituals/hazing, which can be used to allow membership into a group, such as a sports team or residential life, by making the victims undertake humiliating, painful or abusive acts.

All cases of peer on peer abuse must be reported to the CPO. The process for investigating and resolving the case will be as follows:

- The immediate safety of the victim is of paramount importance;
- If necessary, a safe place will be provided;
- An investigation will be carried out, gathering information from those who are aware of or witnessed the incident(s);
- Both sets of parents will be informed, once the CPO is convinced that informing the parent will not exacerbate the situation;
- Support will be offered to all students involved: both the one(s) who suffered abuse, and the one(s) instigating the behavior;

- Consequences for the one(s) who delivered or intended harm will follow.

#### 7.7. Working with other agencies

Schools do not operate in isolation. Robert College will help to protect its students by working consistently and appropriately with agencies/organizations concerned with the welfare of children including, but not limited to:

- Beşiktaş municipality's *Rehberlik Araştırma Merkezi* (RAM);
- Turkish Social Services and the Child Protection Agency, as referenced in the Child Protection Law No. 5395 (dated 15/7/05);
- The police.

#### 7.8. Training and awareness of child protection and safeguarding

##### 7.8.1. RC employees

The CPO, the Deputy CPOs and faculty involved in the pastoral care of our students will receive special training, appropriate with their responsibilities, at least once every 2 years. All RC employees receive basic annual child protection training. All new employees, interns and volunteers will have separate training. Outsourced personnel, such as the service bus drivers and catering staff, will have annual training on working in a school, which includes safeguarding and child protection training. In addition, updates will be shared with personnel, as appropriate, during the school year. Those involved in the recruitment of staff will have training in safer recruitment practices every 2 years.

##### 7.8.2. Students

Robert College will foster an environment and ethos in which its students feel secure, their viewpoints are valued, they are encouraged to talk, and they are listened to.

Students are provided with support and guidance with different adults whom they feel confident to approach if they are in difficulties: their counsellor, their adviser, their Level Dean, any of their teachers, an SLT member, or a member of staff with whom they feel close. Training about how to develop healthy relationships and how to take care of themselves is part of the counseling curriculum for all levels, and in the LP and L9 Well-being curriculum. Students are trained to recognize when they are at risk, and how to get help when they need it.

### 7.8.3. Parents

The Student and Parent Handbook has a section related with child protection and safeguarding. This policy is shared on the parent portal. Parents are encouraged to understand that when a school focuses on child protection and safeguarding, as Robert College does, it is with the purpose of ensuring that everyone in the community is vigilant, and takes the matter seriously, for the benefit of all our students.

## 8. APPENDICES

### Appendix I: Child Protection Concern Form

**Logging a concern about a child's safety and welfare** (for use by RC faculty and staff)

<b>Student's Name:</b>	<b>Section:</b>
<b>Date and Time of Incident:</b>	<b>Date and Time (of writing this report):</b>
<b>Your Name:</b>	
<b>Job Title:</b>	<b>Signature</b>
<b>Note the reason(s) for recording the incident.</b>	
<b>Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?</b>	
<b>Professional opinion where relevant (how and why might this have happened)</b>	
<b>Note actions, including names of anyone to whom your information was passed.</b>	
<b>Any other relevant information (please give facts rather than opinion).</b>	

**Check to make sure your report is clear to someone else who might read it.  
Please pass this form to the RC Child Protection Officer, Margaret Halıcıoğlu  
(or in her absence, the Deputy CPOs, Nilhan Çetinyamaç and Koray Demirkapı).**

## Appendix II: Abuse and neglect

Knowing what to look for is vital to the early identification of abuse and neglect. All RC employees should be aware of indicators of abuse and neglect so that they are able to identify cases of students who may be in need of help or protection. If employees are unsure, they should **always** speak to the Child Protection Officer.

All Robert College employees should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

### Indicators of abuse and neglect

**Abuse:** a form 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 others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

**Physical abuse:** a form of abuse which 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 fabricates the symptoms of, or deliberately induces, illness in a child.

In the social context of a school, it is normal to ask about a noticeable injury. The response to such an enquiry is often light-hearted and minimal. We should be concerned when:

- the explanation does not match the injury;
- the explanation uses words or phrases which sound like adult words, rather than the student's words;
- there is no explanation provided;
- the student is uncomfortable or evasive;
- the student makes an allegation of abuse or assault.

In addition, we should be concerned when the student:

- is reluctant to have parents contacted;
- seems afraid to go home;
- is aggressive towards him/herself or others;
- flinches when approached;
- is reluctant to change for P.E.;
- wears long sleeves during hot weather;
- is reluctant to see the school doctor;
- is exceptionally compliant in the presence of his/her parent(s).

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious

bullying (including cyberbullying), causing children frequently to feel frightened or in danger. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Most emotional abuse occurs in low warmth/high criticism homes. It can be very difficult to pinpoint, but can be chronic, cumulative and having a long-term impact. Any inappropriate behavior or spoken word by a parent to a child requires an intervention, the matter being shared with the CPO. We should be concerned when, among other things, a student:

- has continual self-deprecation;
- has neurotic behavior (such as rocking, hair-twisting);
- self-mutilates;
- has clinging behavior;
- fears parents being contacted.

**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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Child sexual abuse is often planned and systematic: people do not sexually abuse children by accident, although sexual abuse can be opportunistic. Typically, an abuser grooms the child, often choosing a vulnerable child and spending time making the child dependent. An abuser frequently grooms the child's environment, trying to ensure that the child's adult protectors (especially parents) are not suspicious of their motives. An abuser is often very popular in his/her environment because of this environmental grooming.

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Neglect for Robert College students could take the form of:

- students regularly having to look after themselves because of parents being away;
- students being thrown out of the family home;
- living at home in dangerous conditions.

Adapted from: Department of Education. *Keeping children safe in education Statutory guidance for schools and colleges Part one: Information for all school and college staff*. Crown, Sept. 2019.

*Department of Education*, [www.gov.uk/government/publications/keeping-children-safe-in-education--2](http://www.gov.uk/government/publications/keeping-children-safe-in-education--2). Accessed 25 Mar. 2020.

## **APPENDIX III: Public Statements regarding Robert College’s commitment to child protection and safeguarding of its students**

### **Robert College website: Employment page**

#### Commitment to international child protection standards

Aligned with international child protection standards, Robert College is committed to the safeguarding of children: its recruitment process includes a rigorous child protection element and detailed background checks.

### **Student and Parent Handbook 2020-21**

Robert College is committed to the welfare and protection of its students. We believe everyone here has a responsibility to promote the welfare of all children and young people, to keep them safe and to behave in a way that protects them. We will make sure that all our students have the same protection regardless of age, disability, race, religion or belief, sex, or sexual orientation. Students with special needs require our extra support. The adults in the RC community are expected to listen to and respect our students. Any breach of such expectations should be reported to the Child Protection Officer (Margaret Halıcıoğlu) or, in her absence, the Deputy Child Protection Officers (Nilhan Çetinyamaç and Koray Demirkapı).

## Appendix IV: Works Consulted In Preparation Of This Policy And Further Resources

### **Works consulted**

*2019/20 Child Protection and Safeguarding Policy for Educational Establishments.* Oxfordshire County Council, 2019.

*Basic Child Protection Information Booklet.* Cambridgeshire County Council, 2017.

*Child Safeguarding Handbook.* UNIS Hanoi, 2019. *UNIS Hanoi*, [www.unishanoi.org/page.cfm?p=1517](http://www.unishanoi.org/page.cfm?p=1517). Accessed 10 Feb. 2020.

Department of Education. *Working Together to Safeguard Children A guide to inter-agency working to safeguard and promote the welfare of children.* Crown Publication, July 2018. *Department of Education*, [assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/779401/Working\\_Together\\_to\\_Safeguard-Children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf). Accessed 4 Mar. 2020.

Department of Education. *Keeping children safe in education Statutory guidance for schools and colleges Part one: Information for all school and college staff.* Crown, Sept. 2019. *Department of Education*, [www.gov.uk/government/publications/keeping-children-safe-in-education--2](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2). Accessed 25 Mar. 2020.

Hall, Andrew. *Safeguarding Handbook for Schools.* England, Success in Schools, 2018.

*Preventing and Responding to Sexual Misconduct and Abuse.* NYSAIS, 2019. *New York State Association of Independent Schools*, [www.nysais.org/uploaded/Principles\\_of\\_Best\\_Practice/Principles\\_of\\_Best\\_Practice\\_for\\_Preventing\\_and\\_Responding\\_to\\_Sexual\\_Misconduct\\_\(administrative\\_update\\_July\\_2019\).pdf?1564431408653](http://www.nysais.org/uploaded/Principles_of_Best_Practice/Principles_of_Best_Practice_for_Preventing_and_Responding_to_Sexual_Misconduct_(administrative_update_July_2019).pdf?1564431408653). Accessed 10 Feb. 2020.

### **Further resources**

Child maltreatment: when to suspect maltreatment in under 18s." *National Institute for Health and Care Excellence*, [www.nice.org.uk/guidance/CG89/](https://www.nice.org.uk/guidance/CG89/). Accessed 30 Apr. 2020.

"Çocuk Koruma Kanunu." *T.C. Resmi Gazete*, Başbakanlık Mevzuatı Geliştirme ve Yayın Genel Müdürlüğü, Sayı: 25876, Kanun No: 5395. 15 Temmuz 2005, <https://www.resmigazete.gov.tr/eskiler/2005/07/20050715-1.htm>. Accessed 10 Feb. 2020.

"Cyberbullying Guidance." *Childnet International*, [www.childnet.com/resources/cyberbullying-guidance-for-schools](http://www.childnet.com/resources/cyberbullying-guidance-for-schools). Accessed 30 Apr. 2020.

"Safeguarding and child protection in schools." *National Society for the Prevention of Cruelty to Children*, [learning.nspcc.org.uk/safeguarding-child-protection-schools](https://learning.nspcc.org.uk/safeguarding-child-protection-schools). Accessed 30 Apr. 2020.

*The United Nations Convention on the Rights of the Child.* UNICEF, 1990. *UNICEF*, [downloads.unicef.org.uk/wp-content/uploads/2016/08/unicef-convention-rights-child-uncrc.pdf?\\_ga=2.60317609.507240362.1588504980-302131556.1588504980](https://downloads.unicef.org.uk/wp-content/uploads/2016/08/unicef-convention-rights-child-uncrc.pdf?_ga=2.60317609.507240362.1588504980-302131556.1588504980). Accessed 10 Feb. 2020.

## Appendix V: Policy Distribution and Acknowledgement Form

Please fill out the following form to indicate you have read and fully understand the content and implications of this policy.

Policy Document Acknowledgement Form	
Policy name	Child Protection and Safeguarding Policy
Policy number	01
Policy Revision No.	Version 1.1
Name of the Document Author	Dr. Margaret Halicioğlu
Date of Acknowledgement	April 2020
Signature	

## 9. REVISION PROPOSAL FORM

Policy Revision Proposal Form		
Policy Name:	Date:	
Revisions proposal author: (Name&Signature)	Dept:	
Matters Proposed to Revise (attach documents, if required) •		
Other Explanations:		
Below to be filled by the Policy Owner Unit		
Approved by	Signature	Date

All proposals are subject to formal approval process of the policy.

**Policy details**

Policy name	Child Protection and Safeguarding Policy
Policy number	01
Original author	Dr. Margaret Halicioğlu
Person responsible for maintaining, reviewing and updating this policy	Child Protection Officer
<b>Review details</b>	
Review period	annual
The next review year is	2021
Required signatories on all changes	1 Adam Oliver 2 Dr. Margaret Halicioğlu

Review History			A
Rev. #	Description of main changes	Date Effective	Approval Signature
1	Creation of the document	April 2020	1 2 3
2			1 2 3
3			1 2 3