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01534 736524

Safeguarding Students & Child Protection Policy

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Headteacher Mr D Roworth B.A. (Hons) NPQH, **Deputy Headteacher** Mr C Garton B.A.Ed. NPQH

Haute Vallée School, La Grande Route du Mont à l'Abbé, St Helier, Jersey, JE2 3HA

Tel: 01534 736524 **website:** hautevallee.sch.je **email:** enquiries@hv.sch.je [@hautevallee](https://twitter.com/hautevallee) [HauteValleeSchool](https://www.facebook.com/HauteValleeSchool)

Introduction

The main ethos at Haute Vallée School is one of respect for each individual and of providing an environment in which everyone is encouraged and enabled to fulfil his/her potential, regardless of background or circumstances.

Consequently, the main principles of 'Every child Matters' (the UK Government's vision for children's services, published in September 2003) namely:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieving economic well being

are already enshrined in the Haute Vallée School's ethos, philosophy and practice.

In line with the UK Department for Education "Keeping Children Safe in Education" statutory guidance for schools and colleges" (2015), this guidance sets out how schools and colleges should work together to safeguard children.

The policy for 'safeguarding students' at Haute Vallée School is concerned mainly with the precept of 'staying safe' but also impinges on other areas. It should be seen as one part, albeit an extremely important part, of our whole student support system.

The policy incorporates guidance from the States of Jersey Department - Child Protection Policy June 2016.

Aims

Our aim is to do all we can to protect and safeguard the wellbeing of our students.

Children and young people have a fundamental right to be protected from harm. Our students have the right to expect us to provide them with a safe and secure environment. We acknowledge that teachers and other staff in our school are in a unique position to identify and to help abused and vulnerable children. We also recognise that the protection of our students is a shared community responsibility. **Safeguarding is everyone's responsibility.**

Principles

Our policy applied to all in our school community, namely students, staff, Governors and volunteers. There are five main elements to our policy:

- Ensuring that we practise safe recruitment in checking the suitability of staff and volunteers to work with our students
- Raising student awareness of child protection issues and equipping students with the skills they need to keep them safe

- Developing, and then implementing, procedures for identifying and reporting cases, of abuse, and training staff to use these procedures effectively
- Supporting vulnerable students and those in difficult circumstances, as well as supporting those students who have been abused in accordance with their agreed protection plans
- Establishing a safe environment in which children can learn and thrive.

We recognise that school staff are well placed to observe the outward signs of abuse. We will therefore:

- Establish and maintain an environment where our students feel safe and secure, and where they are encouraged to talk and are listened to seriously
- Ensure that our students know that there are adults in the school whom they can approach if they are worried or in difficulty or concerned about one of their peers
- Include opportunities in the PSE and tutor time curriculum for students to develop the skills to recognise abuse and to stay safe, and also to include material to help students develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills
- Ensure that, wherever possible, every effort will be made to establish working relationships with families and with colleagues from other agencies. It is important to note that data protection is not a barrier to information-sharing in relation to potential safeguarding concerns (risk of sharing vs risk of not sharing)
- Safeguarding staff will challenge and 'think the unthinkable'

We recognise that it is the responsibility of each of us to ensure that all elements of this policy are actively and consistently reflected in our practice. We will systematically monitor, evaluate and constantly review the impact of this policy.

Practice - Roles and responsibilities

The Governing Body (where applicable) will:

- Promote awareness of the Child Protection Policy.
- Monitor the school's compliance with safeguarding requirements and policies and remedy any weakness without delay.
- Maintain clear and timely records and minutes of meetings.
- Be aware of the procedure for managing allegations against staff.
- Governors should attend basic child protection training regularly.
- Ensure that Governors on recruiting panel have up to date safe recruitment training.

The designated safeguarding lead is a senior member of staff responsible for:

- The provision of leadership and vision in respect of child protection
- Ensure mechanisms are in place to assist staff and governors to understand and discharge their role and responsibilities

- The practical implementation of the child protection policy in ensuring that child protection procedures are followed within the school and that appropriate referrals are made to the relevant agencies where appropriate, including MASH enquiries
- The provision of training to all staff employed within the school so that they are aware of signs of abuse, what they need to do if they think that a student is being abused and how they can protect themselves from an allegation
- Ensuring that the designated child protection coordinator and the safeguarding team have received the appropriate training every two years with at least one annual update
- The co-ordination of all activities related to child protection and children in care, including record keeping, school representation at child protection conferences and other related meetings, supporting students at risk, liaison with other professionals, and the monitoring of welfare and academic progress
- Liaison between the safeguarding team the leadership team and governors
- Attending child sexual exploitation training
- Monitoring effectiveness of Child Protection Policy and procedures and updating policy at least annually
- Ensure students/students are taught, as part of a broad and balanced curriculum, the importance of safeguarding, including on-line safety
- Opportunities for staff to offer a valuable contribution to safeguarding arrangements and policies will be ongoing, these take place during training sessions and informal meetings
- Will ensure that there is always a member of the safeguarding team available during the school day for staff to liaise with
- Safeguarding responsibilities will be carried out by the safeguarding lead or a deputy

The Head teacher is responsible for:

- Supporting the designated child protection coordinator in all aspects of the role
- Ensuring that the designated child protection coordinator and the safeguarding team have received the appropriate training
- Ensuring that all members of the school community are aware of and comply with our safeguarding and child protection policy
- Ensuring the safe recruitment of all staff (including supply staff and volunteers)
- Making parents aware of the school's child protection policy
- Dealing with any allegations against members of staff or volunteers and keeping a log
- Creating a safe environment for students at the school
- Ensuring that the designated person has current child sexual exploitation training
- Appropriate safeguarding cover is in place for an absent safeguarding lead and ensure that staff are aware that they may report a concern to any member of the team
- Ensure students/students are taught, as part of a broad and balance curriculum, the importance of safeguarding, including on-line safety

All staff are expected to:

- know the names (refer to Page 15) of the designated child protection lead and members of the safeguarding team, understand the role of the Designated lead
- understand and comply with the school's safeguarding and child protection policy
- deal with any bullying incidents that may occur and will never be tolerated
- refer e-safety concerns to the designated member of staff
- behave in accordance with our Staff Conduct Policy
- be aware of our obligation to pay "due regard to the need to prevent people from being drawn into terrorism". Report any concerns to a member of the safeguarding team
- address risks and prevent issues escalating. 'Early help'. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Good practice includes: early referral to the safeguarding team, action on and referral of the early signs of abuse and neglect, good record keeping, always listening to the views of the child, re-assessing concerns when situations do not improve, sharing information swiftly and challenge to those who appear not to be taking action
- monitor vulnerable students within tutor groups and lessons, reporting emerging concerns swiftly to either the Head of Year or the Safeguarding team to enable early identification and assessment
- understand the difference between an early-help concern and in immediate danger/risk of harm
- ensure that students/students respond to the emergency bell system
- can contribute to and shape safeguarding arrangements and our child protection policy at any time by discussing with the safeguarding lead or a member of the safeguarding team
- Fire- refer to the fire leaflet in each room

Students, parents/carers, supply staff and volunteers are expected to be aware of and comply with the school's safeguarding, child protection and conduct policies.

General

- Staff will be kept informed about child protection responsibilities and procedures through induction, briefings, the staff bulletin and awareness training. All new staff will attend a training session on child protection awareness as part of their induction programme as well as receiving our Staff Conduct Policy and E-Safety Policy. Where other adults are working in regulated activity within school, the Head teacher or the safeguarding lead will ensure that they are aware of the contents of these policies. Any trainee teachers will receive a training session on child protection awareness as soon as possible after their arrival.

Procedures – Concern about a student

- Anyone who receives a disclosure of abuse, an allegation of abuse or who suspects that abuse may have occurred must report it immediately to the designated child protection lead or one of the safeguarding team; in their absence the matter should be brought to the attention of the most senior member of staff in school. This should be followed with a written record within 24 hours, using the pro-forma found in School Management T drive-Pastoral & Safeguarding-Referrals for school counselling & safeguarding. It is important to remember that any member of staff can refer their concerns to MASH directly along with informing their designated safeguarding lead. Staff must take further action if they feel the school has not acted appropriately or robustly to safeguard. This may involve reporting to the Chair of Governors or the Police.
- The designated child protection lead (or one of the safeguarding team) will immediately refer cases of suspected abuse or an allegation of abuse to MASH in accordance with the procedures outlined in the Jersey Safeguarding procedures. The MASH referral form should

be used. Where the allegation is against a member of staff, the Head teacher must first be informed.

- If the designated child protection lead (or one of the safeguarding team) is unsure about whether a formal referral should be made or has a general concern about a child's health or development, advice should be sought from MASH.
- Where this is a concern about a student as opposed to an immediate danger, risk of harm staff will liaise with a member of the safeguarding team as soon as possible, within the same day.
- We will inform parents/carers of our actions **unless it is our view that so doing could place the child at greater risk of harm** or could impede a criminal investigation.
- We will inform parents and carers about our duties and responsibilities under child protection procedures. Parents have access to the full Safeguarding Policy on our web site.

Early Help

- Members of the Pastoral team may initiate an Early Help Assessment for families about whom we have concerns and where there is likely to be multi-agency working.
- Our aim is to identify student/student/families who would /could benefit from further support at the earliest stage possible. The support may involve sign posting/referring/information sharing with the appropriate agencies, family support worker interventions, counselling, liaising/information sharing with agencies already working with families, assessments as well as offering the support from our pastoral team.
- We monitor students who present at Pastoral meetings, to ensure that we can identify emerging trends that may indicate a safeguarding issue.
- In addition to working with the designated lead, staff may be asked to support Social Care/Police/ panels to take decisions about individual students
- We will listen and take seriously any disclosure or allegation of abuse and any concern expressed about the safety and well-being of our students. We will consider the 'unthinkable' and challenge when required

Searching, screening and confiscation:

The Head teacher and/or authorised staff have the statutory power to search a student/s or their possessions, without consent, where they have reasonable grounds for suspecting that a student/s may have prohibited item/s:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).
- Students are considered children up to the age of 18.

- Inter-agency working will operate within the statutory guidance. This includes providing a co-ordinated offer of early help when additional needs of children are identified, and contributing to inter-agency plans to provide support to child protection plans.

Procedures – Allegation against a member of staff

- It is essential that our high standards of concern and professional responsibility adopted with regard to alleged child abuse are similarly displayed when adults working in school are accused, no matter how difficult this may be
- Corporal or physical punishment of children in schools is unlawful. Physical restraint of children is only permitted if the child or others are at risk and should only be actioned by members of staff who have been trained at MAYBO Level 2. Excessive physical restraint or constant shouting may constitute abuse.
- If an allegation is made against a member of staff, the Head teacher (or his deputy in his absence) should contact MASH and inform the designated CPL. They will decide whether the incident should be referred to social care and/or the police. If this is agreed, the Head teacher should inform social care by telephone and follow this with written confirmation within 24 hours. In addition the Head teacher should inform the Chair of Governors and the DSL at the Education Department. Should the allegation be against the Head teacher, the deputy or the designated Child Protection Lead should contact the Chair of Governors and the DSL of the Education Department. When an allegation is made against a member of staff, it should NOT be discussed with them until a decision is made regarding next steps.
- If there are any concerns about Safeguarding practices within the school, staff and volunteers should feel able to raise concerns about 'unsafe' practice and potential failures to the Head teacher, his deputies or a member of the Safeguarding Team. Should concerns be about the Head teacher and/or the designated Lead, the Chair of Governors and the DSL in the Education Department should be contacted; any member of the Senior Leadership Team will provide details.
- We will refer to the DBS (Disclosure and Barring Service), anyone harming/harmed or posing a risk/threat of harm to a student, or if there is a reason to believe this has happened.

Training and Support

The Head teacher will ensure that the designated Child Protection Lead undertakes the necessary child protection training and that this is updated at intervals recommended by the Jersey Authority. The Head teacher will ensure that all members of the safeguarding team have adequate, regular training.

The designated lead (or a member of the safeguarding team) will offer child protection awareness training as part of the induction package for all staff and teaching trainees. She will also raise awareness of child protection issues as necessary at briefings, in the staff bulletin or as part of the CPD training package. This training should raise awareness of child protection issues, clarify the actions to be taken if abuse is disclosed, alleged or suspected and also encourage staff to keep themselves as safe as possible from an allegation made against them. Such training must be recorded centrally with the CPD co-ordinator.

Confidentiality

- All staff need to understand that the only purpose of confidentiality is to benefit the student. No one should guarantee confidentiality to a student nor should they agree with a student to keep a secret, as any child protection concern must be reported to the designated child

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protection lead (or one of the safeguarding team) and may require further investigation by the appropriate authorities.

- Staff will be informed of relevant information in respect of individual cases regarding child protection issues on a “need to know basis” only. Any information shared in this way must be held confidentially to themselves.

Records and Monitoring

- Accurate records are essential to good child protection practice.
- Any one receiving a disclosure of abuse or noticing signs of possible abuse must make an accurate record within 24 hours of reporting the incident, noting what was seen or said, putting the event into context, and giving the date, time and location.
- File notes are kept for any student on child protection plan (CPP) or for any student monitored for child protection reasons.
- These records are kept in a locked cabinet and/or electronically on a secure area of the school communications system.
- If a student transfers from the school, any child protection notes will be forwarded to the student’s new school marked “confidential” and for the attention of the receiving school’s designated Child Protection Lead. A signature of receipt will be requested. Local schools’ files will either be collected or hand-delivered. Where the files are electronic, they will be transferred as password protected “zipped” files.

Safer recruitment/practice

- Every effort will be made to ensure the safe recruitment of staff and all legislation regarding safer recruitment will be followed. This will include:
 - Following statutory DBS guidelines re checks on staff.
 - Requiring a standardised application form and not just a C.V.
 - Stating clearly on any advertisement or written information relating to employment our commitment to safeguarding children
 - Requiring the Head teacher, deputy or the chair of governors, be on any interview panel used to recruit staff and to pose relevant questions.
 - Validating as far as possible qualifications, experience and expertise
 - Proactively verifying references and testimonials as far as possible.
 - Verifying identity, preferably from current photographic ID and proof of address
 - Examining all career breaks, sudden job changes and/or dismissals.
 - All governors will have a EDBS check
 - Local Authority, Social Care, Police will always have their photo identity/warrant card checked when visiting HV.
 - Where services or activities are provided separately by another body, using the school premises, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

This school will endeavour to support students through:

- a) The curriculum to encourage self-esteem and self-motivation.
- b) The school ethos which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued.
- c) The implementation of the school’s behaviour management policies.
- d) A consistent approach agreed by all staff which will endeavour to ensure the student knows that some behaviour is unacceptable but s/he is valued.
- e) Regular liaison with other professionals and agencies who support the students and their families.
- f) A commitment to develop productive, supportive relationships with parents, whenever it is in the child’s best interest to do so.

- g) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- h) Recognition that statistically children with behavioural difficulties, communication difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and / or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
- i) Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.
HV has an ethos of respect and a culture that values, involves and listens to children. We also support our students in a myriad of ways for many reasons. We try to help students understand what is and is not acceptable behaviour towards them and how to speak up if they have worries. We also encourage students to speak up about concerns they may have with their peers.

Children missing from education

Should a student go missing from school (education) the SBWO will inform the designated Lead and contact parent/carer or any named contact on the school database; the designated Lead will consider further actions/support should it be required. Please also refer to the HV School Attendance and Punctuality policy.

Students on the child protection register or for whom we have child protection concerns

The number of students on a child protection plan varies. There are also other students about whom we have child protection concerns who are not on a child protection plan.

We support students in various ways by:

- Following their guidance set out in any child protection plans
- Ensuring they know and are comfortable about whom they can approach for help or if they have specific concerns
- Monitoring their welfare carefully, including talking to them regularly about their well being
- Attending any child protection meetings held on their behalf, including speaking on their behalf at such meetings should they request it
- Monitoring their attendance carefully and reporting any unexplained absence to social care
- Monitoring their academic grades carefully to try to ensure they are making good progress in school
- Enlisting the support of and liaising with other agencies as appropriate
- Checking that they have access to all elements of school life, including visits and other activities
- Informing their Academic Head of Year and key staff that they are on a CPP without breaching confidentiality so that they know to register immediately any concerns however minor with the designated child protection lead (or a deputy).

Looked After students

We have a designated Lead responsible for Looked After Children (LAC). We keep a list of students who are looked after by the local authority. In the light of the research that shows that these students fare less well at schools than their peers and to narrow this gap, we monitor their progress and wellbeing carefully by:

- Being involved in and following the guidance set out in the student's personal education plan (PEP).
- Arranging for one of our safeguarding team (or for another teacher to whom the child relates well) to take a particular interest in the student's welfare and to talk to them regularly

- Offering in school support such as anger management, assertiveness or social skills training as appropriate
- Targeting Jersey premium specifically to support children in care
- Attending any liaison or review meetings held on their behalf including speaking for them or acting as their advocate at such meetings should they request it, and keeping in touch with social workers and/or carers
- Monitoring their attendance carefully and reporting any unexplained absence to social care and the Educational Welfare service
- Monitoring their academic grades carefully to try to ensure they are making good progress in school
- Informing their Academic Head of Year and key staff that they are on the looked after register without breaching confidentiality so that they know to register any concerns speedily to the safeguarding team
- Being careful not to accept any under achievement just because the child is 'looked after'
- Looking out for difficulties with homework or resources that may be a result of their being in care and giving them help to organise and manage their work and by providing the resources needed
- Enlisting the support of and liaising with other agencies as appropriate
- Checking that they have access to all elements of school life, including visits and other activities, and by giving these students the opportunities to take part in those self-esteem projects/residentials organised by the school as and when appropriate.

Young Carers

It is the responsibility of the designated lead person responsible for LAC to keep an up to date record of those students who play the part of a major carer for a family member. However, such families do not often publicise their situation for fear of social care involvement.

Types of abuse and neglect

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.

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 (e.g. via the internet). They 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 or carer fabricates the symptoms of, or deliberately includes, illness in a child.

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. They may include interactions that are beyond a child's developmental capability as well as 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, (refer to the Anti-Bullying Policy) 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 alone.

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)
- Non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- 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
- Grooming a child in preparation for abuse (including via the internet)

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

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 as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate:

- Food
- Clothing
- Shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Supervision (including the use of inadequate care-givers)
- Access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child Sexual Exploitation (CSE)

CSE involves young people receiving something in exchange for sexual acts. Sexual exploitation can take many forms ranging from seemingly consensual relationships to serious gang and group exploitation. As a school staff we should be aware that sexual exploitation can take many forms and that students may not exhibit external signs of abuse. Therefore staff must be vigilant for the less obvious signs, lots of new electronic equipment, when before there was none, seeming to have extra money to spend, moving away from established friendship groups, older boy/girlfriends, involved with other vulnerable children/adults etc.

When an electronic device is identified as containing an indecent image of a child (anyone under the age of 18) the member of staff will not view the image, they will confiscate the electronic device and refer straight to either the Academic Head of Year, if the image is consensual between two children of a similar age or should the image not be consensual as described and or there appears to be an element of grooming it should be referred immediately to a member of the safeguarding team.

Peer on Peer Abuse

Staff will recognise that children are capable of abusing their peers; this occurs when a child intentionally threatens, harms or causes distress to another child. Staff will refer any concerns immediately to the relevant Head of Year or a member of the safeguarding team. It may be considered a safeguarding matter if the allegation is around:

- Physical Abuse
- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol
- Emotional Abuse
- Blackmail or extortion
- Threats and intimidation
- Sexual Abuse
- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting
- Encouraging other children to engage in inappropriate sexual acts.
- Photographing or videoing other children performing indecent acts
- Sexting
- Bullying
- Gender related issues
- Violence
- Gang initiation/hazing

Hazing is the practice of rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group. Hazing is seen in many different types of social groups, including gangs, sports teams, schools, military units, and fraternities and sororities.

The signs of this may include:

- Changes in behaviour
- Sudden reluctance or refusal to participate or engage
- Avoiding particular students
- Staying close to adults
- Self-harm
- Angry outbursts
- Decline in academic performance
- Excluding themselves
- Sudden development of sexualised behaviours
- Vague disclosures

Staff will always challenge abuse/bullying and will not merely pass it off as 'banter' or 'part of growing up'.

Students will be taught how to recognise, keep themselves safe and report peer on peer abuse within their PSHE and tutor time safeguarding sessions. All incidents will be investigated and dealt with by either a member of the safeguarding team or a member of the SLT.

Digital Safeguarding

We have guidance in place to ensure our ability to protect and educate our students and staff in their use of technology. Staff will receive yearly e-safety training and updates throughout the year

via Bulletin and briefings. Students will participate in e-safety awareness sessions via tutor time, PSHE and in school assemblies.

The Digital Safeguarding designated lead reviews our IT systems annually, working closely with appropriate staff i.e. systems manager, designated safeguarding lead, HOYS.

Staff should not take any photographs of students on their own personal devices. If for any reason photographs need to be taken use school iPads. All photos must remain on the school network.

Lesbian, gay, bisexual and transgender (LGBT)

As a school, we believe that respect for ourselves and others is a fundamental right and responsibility of/for all. It is the duty of all staff to ensure that every member of the school community feels valued irrespective of their sexual/gender orientation, race or religion. Diversity is celebrated and valued at Haute Vallée School.

Female genital mutilation (FGM)

FGM involves cutting, and sometimes sewing the girl's genitalia, normally without anaesthetic, and can take place at any time from birth onwards. It is sometimes referred to as 'female circumcision' but this misnomer belies the invasive and irreversible nature of the procedure.

It is now more correctly termed female genital mutilation.

The procedure has a cultural, rather than religious, origin and is practised by disparate ethnic communities in many countries, including Ethiopia, Somalia, Sudan, Egypt, Nigeria, India, Pakistan, Yemen and Iraq.

The Female Genital Mutilation Act 2003(UK) makes it a criminal offence, not only to carry out GM in England, Scotland and Wales on a girl who is a UK national or permanent resident but also to take a girl out of the UK to have FGM performed abroad, even to countries where FGM is still legal.

From 3rd May 2015, professionals have a mandatory duty to report such offences to the police.

The indicators of FGM may initially mirror those of sexual abuse. You may notice, for example, that a girl or young woman shows signs of pain or discomfort, needs to visit the toilet constantly, has vaginal blood loss or is unable to sit comfortably. She may make excuses to avoid PE and physical activity or refuse to use the school showers. She may also become evasive or fearful of you enquire if she is unwell, and assure you that she is fine when she clearly is not.

If she is a BME child, has recently arrived back from a 'holiday' abroad or a period of absence from school, seems to be in pain and has not been taken by her family to see a doctor, you should consider FGM, alongside other possible explanations.

Other vulnerable students

Members of the safeguarding team are often aware of students who are vulnerable for other reasons. It is their responsibility to ensure that these students receive support either from a teacher in school to whom the student relates or from an external agency. The student's Head of Year will be informed of the situation. This situation might be a temporary one or may be on-going.

Sexual images (sexting)

It is illegal for sexual or indecent images of a child under 18 to be taken and or distributed

- Person/student under 18 creates a sexual image of themselves and shares it with another person under 18.

- Person/student under 18 shares an image of another under 18 with another person under 18 or an adult.
- Person/student under 18 is in possession of sexual imagery created by another person under 18.

All incidents of sexual images should be reported to a member of the safeguarding team. The image/s and the device they are stored within should be confiscated, examples should be:

- Naked student
- Topless girl
- Image which displays genitals
- Sex acts including masturbation
- Indecent images may also include overtly sexual images of young people in their underwear.

Although sharing sexual images of themselves is illegal and risky, it is often the result of curiosity and exploration. 'The primary concern at all times should be the welfare and protection of the young people involved.'

- Refer to the designated safeguarding lead or a member of the team
- DSL/member of team/HOY meets with the student involved
- Do not view the image unless it is unavoidable
- Discuss with parents, unless there is an issue where that's not possible
- If there is a concern that the student is at risk of harm, we will contact MASH and/or the police
- We will always refer to the police and MASH if incident involves:
- An adult coercion, blackmail, or grooming
- Concerns about capacity to consent, [e.g., SEN]
- Images show atypical sexual behaviour for the child's developmental stage
- Violent acts are depicted
- Image shows sex acts and includes a child under 13
- A young person at risk of immediate harm as a result of the disclosure (for example, self-harm or suicide)

Viewing sexual images

- If it is necessary to view, discuss with DSL or our Head teacher first
- Never copy, print or share the image, unless asked to do so by the Police
- View with another member of the safeguarding team present
- Record the fact that the images were viewed along with reasons and who was present
- Deleting images (from devices and social media)

Radicalisation

The Preventing Radicalisation Policy is part of our commitment to keeping our students safe. Since the Education and Inspections Act 2006 schools (UK) have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism. Schools have an important part to play in both educating children and young people about extremism and recognising when students start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act 2015 (UK) which means they must work to prevent children being drawn into extremism. Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

Extremism is defined in the 2011 Prevent strategy (UK) 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.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

At Haute Vallee School we encourage all staff to be vigilant regarding all of the above and every member of staff should have completed the Channel General Awareness on line qualification.

Contacts

Safeguarding Team:

N. Kelly n.kelly@hv.sch.je	Designated Safeguarding Lead 736524 ext 833
C. Garton c.garton@hv.sch.je	Designated Safeguarding Deputy 736524 ext 804
V. Frederick v.frederick@hv.sch.je	School Based Education Welfare Officer 736524 ext 805
D. Roworth d.roworth@hv.sch.je	Head teacher 736524 ext 803
D. Young d.young@hv.sch.je	Designated On Line Safety Lead 736524
C. Frost c.frost@hv.sch.je	Designated Lead for LAC and Young Carers 736524 ext 831



Multi Agency Safeguarding Hub (MASH) contacts and telephone number

MASH: 519000
Out of hours: 612612
Mash Education: 449217



Designated Safeguarding Officer (Education Department) 449477
School Community Police Officer: 07797 711553
Police Main Desk: 612612