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Safeguarding Students & Child Protection Policy

Updated: January 2023

Review: January 2024

Headteacher Mr S. J. Hughes,

Deputy Headteacher Mr R Allsopp,

Deputy Headteacher Miss S Quenault

Designated Safeguarding Lead Mrs Tanja Tinari



Deputy Designated Safeguarding Lead Miss Sarah Quenault

The context of Haute Vallée:

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.

'Keeping Children Safe in Education,' (the UK Government's vision for children's education published in September 2022), although not statutory in Jersey is to be used as best practice guidance and sets out the duties which applies to schools and colleges.

This policy uses 'Keeping Children Safe in Education (September 2022) as guidance to ensure that, as a school, every child, regardless of race, sexual orientation, religion, gender and gender identity, will be seen, heard and protected.

We believe in promoting equality, valuing diversity and inclusively. We do this through effective partnership working with our students, their families or carers and support agencies they might have in place.

Haute Vallee believe in the five principles of 'Working Together to Safeguard Children,' (UK Government July 2018). These are to:

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

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.

This policy should be read in conjunction with the 'Keeping children safe in education. Guidance for Nurseries, School. Colleges and Education Services in Jersey. May 2021' [P KCSIE VB.pdf \(gov.ie\)](#)



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:

1. Ensuring that we practise safe recruitment in checking the suitability of staff and volunteers to work with our students
2. Raising student awareness of child protection issues and equipping students with the skills they need to keep them safe
3. Developing, and then implementing, procedures for identifying and reporting cases, of abuse, and training staff to use these procedures effectively
4. 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
5. Establishing a safe environment in which children can learn and thrive

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. via Talentlink centralised system



- Stating clearly on any advertisement or written information relating to employment our commitment to safeguarding children
- Requiring the Headteacher, Deputy Headteacher, Chair of Governors, or delegate Middle Manager to be on any interview panel used to recruit staff and to pose relevant safeguarding questions.
- Validating as far as possible qualifications, experience, and expertise in relation to safeguarding and child protection.
- Proactively verifying references and testimonials as far as possible; for those who have not worked in a school environment before, there must be three references; for teacher roles who have worked before, one reference must be from their current Headteacher.
- 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.

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.
- Ensure that Governors on recruiting panel have relevant experience in recruiting.

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 the Children & Families Hub
- 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
- Clarify actions to be taken if abuse is disclosed, alleged or suspected



- Ensuring that the Designated Safeguarding Lead and the Safeguarding Team have received the appropriate training at appropriate intervals
- 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 multi-agency professionals, and the monitoring of welfare and academic progress
- Liaison between the safeguarding team, the leadership team and governors
- Monitoring effectiveness of the Child Protection Policy and Procedures, and updating policy, at least, annually
- Ensure 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 Headteacher is responsible for:

- Supporting the Designated Safeguarding Lead in all aspects of the role
- Ensuring that the Designated Safeguarding Lead 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 safeguarding and child protection policy
- Dealing with any allegations against members of staff or volunteers and keeping records in accordance with data retention policy
- Creating a safe environment for students at the school
- Ensuring that the designated Safeguarding Lead 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 student 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 of the Designated Safeguarding Lead and members of the Safeguarding Team, and 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 Handbook
- Be aware of our obligation to pay "due regard" to the need to prevent people from being drawn into radicalisation, child sexual exploitation, and online
- Address risks and prevent issues escalating.
- Fire- refer to the fire leaflet in each room
- 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 Handbook, they will also be given training in how to log concerns on My Concern.

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

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.

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 PSHE 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 and should never be 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 that it could happen here.’
- 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.

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 Safeguarding Lead (or one of the Safeguarding Team) and may require further investigation by the appropriate authorities. It should also be recorded on MyConcern
- 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.

Record keeping:

- All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing.
- At Haute Vallée School, the mechanism for this recording is via a system called My Concern. The system and its information are managed by the Designated Safeguarding Lead, who also is the Administrator of the programme and decided what access staff in the school have. All staff have access to the system in order to raise concerns regarding students, but they do not have access to read information about students. Only certain members of the Senior Leadership Team are able to see detailed information on students.
- Recording information, which is factual, truthful and gives the child a voice.
- All information is kept confidential and stored securely.



- It is considered good practice to keep concerns and referrals in a separate child protection file for each child, which is done electronically and manually.
- If a student transfers from the school, any safeguarding files will be forwarded to the student's new school in a confidential and secure system to the receiving school's Designated Safeguarding Lead or Deputy. 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 sent to the receiving school securely via My Concern.

Visitors to the School:

- All visitors are required to sign in at reception.
- Visitors that are known to the school or who work directly with children will be issued with a badge with a plain green lanyard (DBS approved), after they have shown their identification to reception staff. The person (staff or student) that they are meeting with will be made aware that they are in school, and they can then be either met in reception or directed to the area they need to be, if familiar with the school lay-out. They should return to reception to sign out before leaving.
- Visitors, including parents and contractors that work for companies that may not require DBS checking, will be issued with a badge with a red lanyard. These visitors will be met, in reception, by the member of staff that has requested they come in. They will NOT be unsupervised in any area of the school where students are present. When they leave, they will be escorted back to reception to sign out.
- All school staff will be vigilant of all visitors that they see around school and will question anyone of their purpose if they have a red lanyard and are unsupervised or are not wearing a lanyard at all. In these situations, the visitor will be asked to come to reception with the member of staff. If the member of staff is unable to go with the visitor (if they are teaching), they will telephone reception and request the on-call member of staff.

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.

Domestic Abuse:

- We continue to work in partnership with States of Jersey Police and Children's Services to identify and provide appropriate support to pupils who have live with domestic violence/abuse in their household.
- Best Practice ensures that CHILDREN AND FAMILIES HUB and States of Jersey Police will share police information of all domestic incidents, where one of our students has been present, with the Designated Safeguarding Lead(s) in school.
- On receipt of any information, the Designated Safeguarding Lead will decide on the appropriate support the child requires.
- We record this information and store it securely with the record keeping procedures outlined in this policy.
- 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.

Children missing from education:



- Should a student go missing from school (education) the School Based Education Welfare Officer (SBEWO) will inform the Designated Safeguarding Lead and contact parent/carer or any named contact on the school database
- The Designated Safeguarding Lead will consider further actions/support should it be required.
- Please also refer to the [Haute Vallée School Attendance and Punctuality policy](#).

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 to the Safeguarding Lead (Team).

Child on Child sexual violence and sexual harassment:

- 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 and is 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

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 FGM 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 Black or Minority Ethnic (BME) child, and 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.

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 could 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.

For more information please refer to the link below;

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf

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 Safeguarding Team
- Designated Safeguarding Lead /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 The Children and Families Hub and/or the police

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.

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, safeguarding team, HOYS, Education Department.
-

The school will endeavour to educate our students through:

- The curriculum to encourage self-esteem and self-motivation.
- 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.
- The implementation of the school's behaviour management policies.
- 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.
- Regular liaison with other professionals and agencies who support the students and their families.
- A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so.
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- 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.
- 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.
- Haute Vallée 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.

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, vapes, lighters, and cigarette papers
- Fireworks
- Pornographic images
- Laser pens
- 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.

What will The Children and Families Hub do?

They say that; ***'The Children and Families Hub provides information, advice and support for families and young people. Our aim is making sure you get the right help, at the right time. This could be some advice on the telephone or a one-to-one consultation. We'll also put you in touch with any services that can help you. The hub also responds to any safeguarding concerns you may have for a child or young person. Whatever help you need, we'll make a plan with you and with the services helping you.'***

- The Children and Families Hub should acknowledge its receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:
- the child requires immediate protection and urgent action is required
- any services are required by the child and family and what type of services



- the child is in need and should be assessed to identify specific needs
- there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made, and the child assessed under Article 42 of the Children (Jersey) Law 2002.
- further specialist assessments are required to help the local authority to decide what further action to take.
- The referrer should follow up if this information is not forthcoming.
- If social workers decide to carry out an assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or a deputy) as required).
- If, after a referral, the child's situation does not appear to be improving, the referrer
- should consider following local escalation procedures [20210126-V5-Resolving-Professional-Differences-Escalation-Policy-FINAL-Operational.pdf](#) (safeguarding.je) to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Early Help-Right Help, Right Time:

- Weekly Inclusion Meetings are held. Members of this meeting are from the Pastoral Team, Special Educational Needs Co-ordinator and team, School Counsellor, Safeguarding Team and the Behavioural Manager.
- Children's needs are discussed at this meeting and resources are allocated. In some cases this might involve Early Help.
- The Early Help Pathway is a voluntary pathway which parents must be in agreement with.
- Information can be found at; [Jersey's Children First in practice \(gov.je\)](#)
- 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(s)/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 Inclusion meetings, to ensure that we can identify emerging trends that may indicate a safeguarding issue.
- In addition to working with the Designated Safeguarding 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

Students on the Child Protection Register or for whom we have child protection concerns:

The number of students on a Child Protection plan (CPP) 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 Head of Year, and key staff as appropriate, that they are on a CPP without breaching confidentiality, so that they know to register immediately any concerns, however minor, with the Designated Safeguarding Lead (or Deputy).

Students who are also Children Looked After:

We have a Designated Lead responsible for children who are looked after (CLA). We keep a record 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 (ePEP).

- 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 Workers

<https://www.gov.je/SiteCollectionDocuments/Education/P%20Education%20of%20Children%20Looked%20After%20Policy%2020200128%20KR.pdf>

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.

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.

Information on the Guidance for School can be found at; [Transgender Guidance for Jersey Schools.pdf \(gov.je\)](#)

Diversity is celebrated and valued at Haute Vallée School.

Children who need a social worker (Child in Need and Child Protection Plans)



- 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 Head of Year, and key staff as appropriate, that they are on a CPP without breaching confidentiality, so that they know to register immediately any concerns, however minor, with the Designated Safeguarding Lead (or Deputy).

Children requiring mental health support

Schools have an important role to play in supporting the mental health and wellbeing of children by developing whole school approaches tailored to their particular needs, as well as considering the needs of individual pupils.

At Haute Vallée we will:

- Use Early Interventions to identify issues and provide effective support which we believe is crucial.
- Prevention: We ensure that all students have a safe and calm environment where mental health problems are less likely.
- We are going to work on improving mental health and well-being for the whole school population.
- Through the curriculum students will be equipped to be resilient so that they can manage the normal stress of life effectively.
- Identification: We ensure that we are able to recognise emerging issues early for students.
- Early Support: We will help students to access evidence based early support and interventions.
- Access to specialist support: We will work effectively with external agencies to provide a swift response of referrals to specialist support and treatment.



Children who are in care

We have a Designated Lead responsible for Children in Care (CIC) We keep a record 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 Head of Year, and key staff as appropriate, that they are on the Looked After register without breaching confidentiality so that they know to register any concerns speedily to the Safeguarding/LAC 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 Children in Care to keep an up to date record of those students who play the part of a major carer for a family member.

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.

We will always refer to the Police and The Children and Families Hub if the reported incident involves:

- An adult coercion, blackmail, or grooming
- Concerns about capacity to consent, [e.g., Special Educational Needs]
- 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 Designated Safeguarding Lead, or 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)

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 Safeguarding 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 the same working day, using My Concern which is the electronic recording system used by Haute Vallée School.
- It is important to remember that any member of staff can refer their concerns to Children and Families Hub 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 Safeguarding Lead (or one of the Safeguarding Team) will immediately refer cases of suspected abuse or an allegation of abuse to Children and




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Families Hub in accordance with the procedures outlined in the Jersey Safeguarding Procedures.

- The Children and Families Hub referral form should be used and can be found online at [Children and Families Hub \(gov.je\)](http://ChildrenandFamiliesHub.gov.je).
- If the Designated Safeguarding 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 Children and Families Hub.
- Where this is a concern about a student as opposed to an immediate danger or 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.
- Where the allegation is against a member of staff, the Head teacher must first be informed.



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. Where these risks have been identified that student will have a risk assessment and an individual behaviour plan to ensure consistent response. 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 The Children and Families Hub and inform the Designated Safeguarding Lead.
- They will decide whether the incident should be referred to The Children and Families Hub and/or the police.
- If this is agreed, the Head teacher should inform The Children and Families Hub by telephone and follow this with a written referral within 24 hours. In addition, the Head teacher should inform the Chair of Governors and the Designated Safeguarding Lead at the Education Department.
- Should the allegation be against the Head Teacher, the Deputy or the Designated Safeguarding Lead should contact the Chair of Governors and the Designated Safeguarding Lead 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 Safeguarding Lead, the Chair of Governors and the Designated Safeguarding Lead 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.



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Contacts

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email: enquiries@hv.sch.je @hautevallee Haute Vallée School

Children and Families Hub Contacts and Telephone Numbers

Hub: 519000

Out of hours: 612612

Children and Families Hub Education: 449217

Designated Safeguarding Officer (Education Department) 449477

School Community Police Officer: 07797 711553

Police Main Desk: 612612