



**VICTORIA COLLEGE**  
PREPARATORY SCHOOL

<b>Policy</b>	Child Protection		
<b>Reviewer</b>	George Lumley		
<b>Reviewed</b>	February 2020	<b>Next review</b>	August 2021
<b>Changes</b>	<i>Personnel detail changes</i> <i>MAYBO training</i> <i>MyConcern</i>		
<b>Relevant CYPES policies</b>	<a href="#">Safeguarding roles and responsibilities</a> <a href="#">Child Protection</a> <a href="#">Children Missing from Education</a> <a href="#">Drugs</a> <a href="#">Intimate Care</a> <a href="#">Online Safety</a> <a href="#">Self harm</a>		

### VCP Policy

#### Useful CYPES contacts and telephone numbers:

Designated Safeguarding Officer (DSO): 449477 Head of Governance: 449224

#### Multi Agency Safeguarding Hub (MASH) contacts and telephone numbers:

MASH: 519000 Out of Hours: 612612 MASH Education: 449217

<p><b>Designated Safeguarding Lead and Child Protection Lead:</b></p> <p>Dan Pateman (Headteacher)  George Lumley (Deputy Headteacher)  Caroline Finch (ENCo)</p>
<p><b>Designated Governors for Safeguarding:</b> Deryn Doyle, Mark Godel</p>
<p><b>CYPES Designated Safeguarding Lead:</b></p> <p>Shirley Dimaro – 449477 or <a href="mailto:s.dimaro@gov.je">s.dimaro@gov.je</a></p>

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### **1.0 Purpose of policy**

Victoria College Preparatory School is committed to helping children achieve outstanding outcomes by providing a safe learning environment and to enable them to access all available services to make the most of their life opportunities.

**This document should be read in conjunction with SPB Interagency Child Protection Procedures and VCP Safeguarding & Child Protection Procedures document.**

Victoria College Preparatory School will ensure that arrangements are in place to safeguard and promote the welfare of pupils by:

- Providing a safe, healthy learning environment that allows them to develop to their full potential

- Identifying children who are suffering, or likely to suffer significant harm, taking appropriate action to safeguard their welfare, particularly those pupils who are most disadvantaged, with the aim of ensuring they are kept safe at home or at School.
- Providing pupils with opportunities to discuss issues and report problems affecting their safety and welfare
- Ensuring safe recruitment practices
- Ensuring robust procedures for recognition and referral where there are welfare or child protection concerns
- Monitoring and supporting pupils who are subject to child protection plans and contributing to the implementation of their plan
- Raising awareness amongst staff of child protection issues and ensuring staff are equipped to deal with concerns
- Teaching children to keep themselves safe and ensuring they know who to approach for help
- Promoting partnership working with parents/carers and professionals

## **2.0 Roles and responsibilities of Victoria College Preparatory School**

Victoria College Preparatory School will support CYPES to safeguard and promote the welfare of pupils by:

- Working in partnership with parents/carers in the best interests of children
- Working in partnership with Children's Services and other agencies in a cooperative and integrated way to provide services and reduce risk of harm for children
- Supporting those children and families who are in need of protection
- Managing allegations against members of staff and volunteers
- Ensuring all the School's safeguarding policies and procedures are consistent with Jersey Safeguarding Partnership Board Children guidelines
- Ensuring safeguarding and child protection policies are regularly monitored, reviewed and updated where necessary
- Ensuring that related School policies around pupil welfare, such as attendance, behaviour and bullying are in place to support the wider safeguarding of pupils
- Annually reviewing knowledge about safeguarding policies and procedures for those working with children in School in line with SPB (Safeguarding Partnership Board) audit
- Ensuring School has appropriate procedures in place to ensure safe recruitment practices and to deal with allegations against staff or volunteers that are consistent with ED guidance
- Monitor and recording numbers of staff receiving safeguarding and child protection update training at least every 3 years
- Taking action where any weaknesses or gaps in child protection or safeguarding policy and practice are identified within Victoria College Preparatory School
- Ensuring that temporary staff and volunteers who work with children are made aware of the School's Safeguarding Children and Child Protection Policy, arrangements for child protection, and of their responsibilities. This is the responsibility of the Head Teacher.
- Ensuring all those working with children Victoria College Preparatory School premises are made aware of the Safeguarding Children and Child Protection Policy, arrangements for child protection, and of their responsibilities. This is the responsibility of the Head Teacher.
- Ensuring other organisations or individuals using the School premises to provide extended, voluntary or after-school activities have appropriate safeguarding and child protection policies and procedures in place, and their staff have been recruited using the same, robust measures as the Safer Recruitment Policy.

The following statement is included on recruitment/school website, advertisements, job descriptions, candidate information packs etc.

***Victoria College Preparatory School is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share this commitment.***

## **2.1 Underpinning principles**

- The United Nations Convention on the Rights of the Child states that: *the welfare of the child is paramount*
- It is the responsibility of all adults to have a child-centred approach to safeguard and promote the welfare of all children
- Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years
- All those working with children and young people have a responsibility to promote inter-agency cooperation to promote the welfare of children
- This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with pupils
- Adults who work with children are responsible for their own actions and behaviour and should avoid any conduct that could lead any reasonable person to question their motivation and intentions
- Adults should work and be seen to work, in an open and transparent way
- The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious beliefs, personal beliefs and/or sexual identity
- Adults should continually monitor and review their practice and ensure they follow the guidance contained in this document

## **2.2 Working with parents and carers**

Parents and carers have the main responsibility for safeguarding and promoting their child's welfare and Victoria College Preparatory School recognise the importance of working in partnership with them to ensure the welfare and safety of pupils.

- Make parents aware of the Victoria College Preparatory School's statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on where necessary, by making all Victoria College Preparatory School policies available on the School website
- Provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff.

## **3.0 Responsibilities of the Head Teacher**

Safeguarding covers a broad agenda and aims to achieve the following:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- Undertaking that role so as to enable children to have optimum life chances so they can enter adulthood successfully

- Safeguarding is a *preventative agenda* that helps children to achieve their full potential regardless of negative factors such as poverty or social exclusion by providing services and support to overcome barriers to achievement
- Staff are fully aware of the School's safeguarding and child protection policies and that these policies are fully implemented
- All staff have a good understanding of their role in the identification and referral of safeguarding concerns
- Ensuring that the Victoria College Preparatory School has a senior 'Designated Safeguarding Lead' (Head Teacher, Mr Dan Pateman) to take on lead responsibility for child protection issues and an identifiable deputy (Deputy Head Teacher and ENCO)
- The Designated Safeguarding Lead is given sufficient time and resources to carry out their responsibilities
- Staff are released to attend Child Protection Conferences, Core Group meetings and other meetings held to discuss safeguarding issues concerning pupils at the School
- Safer recruitment practice is followed whenever recruiting to posts, paid or unpaid including volunteers
- Victoria College Preparatory School offers a safe environment for staff and pupils to raise concerns about poor or unsafe practice
- Appropriate action is taken whenever an allegation is made against a member of staff and the DSL is contacted and informed as soon as possible
- Safeguarding issues are brought to the attention of the DSL and/or ED Professional Partners
- The Victoria College Preparatory School's Safeguarding policies and practices are reviewed annually in line with the Jersey Self-Evaluation Development Framework

### 3.1 Safeguarding children

In line with UK Department for Education "*Keeping children safe in education; Statutory guidance for schools and colleges*" (2015), this guidance sets out how Victoria College Preparatory School and other agencies should work together to safeguard children, including:

- Making sure vulnerable children get early help before problems escalate and more robust interventions such as child protection is needed
- Identify and assessment of child's needs in a timely manner as problems emerge
- Make appropriate referrals where children may be in need of protection or there are child protection concerns and understand the process of making a MASH Enquiry
- Sharing information and working in an integrated way to ensure a co-ordinated response from agencies to support families and meet the child's needs
- Staff must share any Safeguarding concerns with one of the DSLs. VCP Safeguarding Procedures document outlines the actions staff must take in the event of a safeguarding concern.

### 4.0 Inter-agency working

Victoria College Preparatory School recognise its duty to work in partnership with other professionals and agencies within the children's workforce in order to deliver integrated services that focus on prevention.

**To achieve this, the Victoria College Preparatory School will:**

- Lawfully share information with agencies in order to ensure pupils receive appropriate services and are appropriately safeguarded.
- However, confidential information about a child should never be used casually in conversation or shared with any person. Data should only be shared with third parties if it is permitted under the provisions of the Data Protection (Jersey) Law 2005.

## 4.1 The Assessment Framework

The Assessment Framework will assist professionals in identifying those children with extra needs and enable them to make appropriate referrals to agencies on behalf of the child.

Where possible this should be completed in consultation and partnership with the parent, carer and/or young person according to their capacity. School professionals recognise the fundamental role they play in safeguarding pupils and will ensure that a representative attends all multi-agency meetings – Initial and Review Child Protection Conferences and Core Group meetings.

As soon as concerns are identified or raised about a pupil, Victoria College Preparatory School staff should inform their Designated Safeguarding Lead (Head Teacher, Mr Dan Pateman). In the event they are unavailable, the Deputy Head teacher must be informed. Designated Safeguarding Leads can seek support or guidance from the MASH Decision-maker, who is a Senior Practitioner, or the ED Designated Safeguarding Officer when they require further guidance relating to safeguarding practice or the safeguarding of pupils.

This is particularly relevant when there are complex circumstances and/or ambiguity around informing parents of a MASH Enquiry. The Designated Safeguarding Lead will make the MASH Enquiry; in their absence the Deputy Head Teacher will complete the enquiry in partnership with the reporting adult in order that an accurate account and information can be recorded.

## 4.2 MASH Enquiry/referral

**The Designated Safeguarding Lead will decide whether to make a MASH Enquiry following a discussion with the member of staff who has raised concerns.**

***If there is any doubt about whether concerns raised meet the thresholds for a MASH Enquiry, the Designated Safeguarding Lead should contact the MASH Co-ordinator to obtain advice on how to proceed.***

**Parental consent must be sought prior to the enquiry being made, *unless seeking consent would place the child at risk of further harm.***

If parents do not consent, ***but your view is that the child has suffered harm, or in your professional opinion remains at risk of suffering significant harm, the MASH Enquiry must still be made in absence of 'parental agreement' and the parent made aware.***

If the child already has an allocated Social Worker, School should speak to their Social Worker and make them aware of your concerns and record these. The MASH Decision-maker will acknowledge all enquiries within 24 hours and inform the referrer of what action will be taken.

Where the child has suffered or likely to suffer significant harm, the Children's Initial Response Team (CIRT) will convene a strategy meeting and invite representatives from relevant agencies; education being a key agency for any school-age child. The strategy meeting will discuss and analyse information available and agree a plan for managing risk and identify further assessment. This process not only considers the child concerned, but any siblings or other children who may also be at risk from harm given any additional disclosures and information available.

In emergency, high-risk situations the enquiry will be rated as 'Red' and MASH will refer to the CIRT and the Police for a joint investigation. This involves interviewing the child as soon as possible and sometimes includes 'Achieving Best Evidence' (ABE). This is a process to interview children using appropriate recording facilities dependent upon the child's age and capabilities.

ABE can be used to support the child's disclosure and used in evidence where prosecution is likely.

In emergency situations where the child remains at risk of harm if left with or returned to their family/carer, a Social Worker is allocated and is responsible for arranging for the child to be moved to a place of safety; this can include relatives, foster care, Robin Ward at Jersey General Hospital.

**MASH Enquiries should be emailed to MASH attached as a password protected word document. *In the event you have problems encrypting the MASH form contact the Senior Practitioner - Social Worker on duty as the 'decision-maker' who will advise you.***

#### 4.3 Dealing with disclosures

All staff have the responsibility to identify those children who are, or may be experiencing abuse or neglect and any disclosure made by a child must be listened to, taken seriously and managed with extreme sensitivity. On no account should teachers or other adults make suggestions to the child of alternative explanations of their disclosure or worries or 'investigate' the disclosure.

#### Consultation

Any concerns held by staff should be discussed in the first instance with the Designated Safeguarding Lead or their deputy in their absence, who will advise or take responsibility for what action should be taken. It is important that concerns held by professional staff are properly shared and evaluated in order that appropriate action to safeguard the welfare of children can be taken.

**If in doubt contact the MASH Co-ordinator or DSL for further guidance and support.**

#### 4.4 Recognition

If a pupil discloses to a member of staff that they are being abused, the member of staff should:

- Listen to what is said without displaying shock or disbelief and accept what the child is saying
- Allow the child to talk freely
- Reassure the child that what has happened is not their fault and they were right to tell someone
- Do not ask direct questions and allow the child to tell their story
- Do not criticise the person alleged to have caused harm
- Explain what will happen next and who has to be told about the incident
- Reassure the child, but explain that it may not be possible to maintain confidentiality, because you have to keep them safe
- Dependent on the age of the child and your professional judgment you should explain that you may need to talk to someone else about what's happened to them or explain that you will need to make an enquiry to MASH
- Parents will normally be informed and consent obtained for a MASH Enquiry. The exception is ***where in doing so, the risk to the child may be increased OR if a crime may have been committed and sharing information could hinder a police investigation***
- Ensure that you complete a written record of what has been disclosed and any actions taken, recording the date, time and the names of any witnesses that may have been present when the disclosure was made.
- This record should be given to the Designated Safeguarding Lead and included in the MASH Enquiry form. A copy of this record and the MASH Enquiry Form should be kept safely on the child's School Record.

- MyConcern should be updated accordingly.

#### **4.5 Attendance at case conferences and core groups**

The Designated Safeguarding Lead will liaise with the MAST (Multi-Agency Support Teams) and/or relevant staff to ensure that all relevant information held by the School is provided to Children's Services during the course of any child protection investigation.

#### **The Designated Safeguarding Lead will ensure that Victoria College Preparatory School is represented at Child Protection Case Conferences and Core Group Meetings:**

- Where possible, a member of staff who knows the child best, such as a class teacher will be nominated to attend
- Failing that, the Designated Safeguarding Lead or their deputy will attend
- If a Victoria College Preparatory School representative is unable to attend, the Designated Safeguarding Lead will ensure that a report is made available to the conference or meeting
- Those attending Child Protection Conferences or Core Group Meetings should have received training in this area

#### **4.6 Monitoring**

Where a pupil is the subject of a Child Protection Plan and Victoria College Preparatory School has been asked to monitor their attendance and welfare as part of this plan:

- Monitoring will be carried out by the relevant staff member in conjunction with the designated teacher
- All information will be recorded prior to each conference and core group meeting
- This record will be kept on the pupil's file and copies made available to all conferences and core group meetings
- The Designated Safeguarding Lead will notify the allocated Social Worker if the child is removed from the school roll, excluded for any period of time or goes missing

#### **4.7 Recording and storing information**

The Designated Safeguarding Lead is responsible for ensuring that records are accurate, up to date and that recording is of a high standard

#### **The following should be recorded:**

- What action was taken to refer on concerns or manage risk within Victoria College Preparatory School
- Whether any follow-up action was taken; how and why decisions were made
- Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken
- The monitoring/incident form must be completed
- Where a child who is subject to a protection plan transfers to another school, the Designated Safeguarding Lead is responsible for ensuring that copies of all relevant records are passed to the Designated Safeguarding Lead teacher at the new school; face to face meetings for school handover of the child's information is recommended
- Child protection records will only be kept until the child reaches 25 years old, at which point they will be destroyed, confidentially and securely. This length of retention and disposal complies with both the Data Protection (2005) Law, and the Public Records (2002) Law

- The Designated Safeguarding Lead is responsible for keeping central records of child protection and welfare concerns which should be recorded
- MyConcern is used to record and monitor all safeguarding incidents

#### **4.8 Confidentiality and information sharing**

All information obtained by Victoria College Preparatory School staff about a pupil and their family is confidential and can only be shared with other professionals and agencies with the family's consent. School should obtain written informed consent from parents/carers, which should be signed and dated in order to share information.

**However, the child's welfare is paramount and School needs to make a professional judgement in circumstances where children are at risk from harm, or likely to be. Where it is in the vital interests of the child, information can be shared with relevant authorities. For example, Health and Social Services (HSS), Police, School Nurses, Health Visitors in line with the Data Protection (Jersey) Law 2005.**

Where a child is at risk of suffering significant harm, School has a duty to share this information with Children's Services, Police and other agencies and make appropriate referrals. Equally, where a child is subject to a child protection investigation, School any information about the child requested by the Social Worker.

Parental consent to making a child protection referral should be sought but if withheld, the referral must still be made and parents made aware of this. Before taking this step, School should consider the proportionality of disclosure against non-disclosure; is the duty of confidentiality overridden by the need to safeguard the child?

Sharing information about child protection disclosures or concerns may also interfere with a criminal investigation or cause undue delay in taking action to protect the child.

Only relevant information should be disclosed to those professionals who 'need to know'. Always ensure you are adhering to the Data Protection (Jersey) Law 2005. Staff should consider the purpose of the disclosure, and remind recipients that the information is confidential and only to be used for the stated purpose.

In the event that a child makes a disclosure of neglect or abuse, staff cannot guarantee them confidentiality, but must explain why they have to pass the information on, to whom and what will happen as a result. Parents should also be made aware of Victoria College Preparatory School's duty to share information.

Staff should discuss any concerns or difficulties around confidentiality or information sharing with the Designated Safeguarding Lead or seek advice from MASH Decision-maker or ED's Head of Governance.

#### **5.0 Collection of children from school**

Victoria College Preparatory School will not hand a child over to an adult (other than those with Parental Responsibility) unless they have been informed in advance by the parent with responsibility.

- Victoria College Preparatory School will be notified of who will normally collect the child when the child joins the School
- Parents have a responsibility to notify the Victoria College Preparatory School in advance if this changes, giving details of the person authorised to collect the child

- Parents should also be asked to inform Victoria College Preparatory School where children are subject to court orders that limit contact with a named individual. In the event that anyone who is not authorised to do so attempts to collect the child, the School should not allow the child to leave and contact the parent immediately.
- Victoria College Preparatory School should also have a procedure in place to deal with situations where a child is not collected at the end of the school day. (see Protocol for Children not Picked Up From School)
- Victoria College Preparatory School should check with the child to see if there are any changes to arrangements for collection and try to make contact with the parent or other family members, and wait with the child until someone comes to collect them
- Children should not be released into the care of another parent even where they offer to take the child home
- Victoria College Preparatory School should discuss with the MASH team at 4.00pm if there are difficulties in contacting parents or other family members
- If no contact can be made with the parent by 4.30pm, Victoria College Preparatory School should contact the MASH Co-ordinator who will arrange for a Child Care Officer to collect the child or make arrangements for the child to be transported to the Children's Services Department
- Victoria College Preparatory School should regularly ask parents to confirm and update contact details and to nominate a family member or friend who can collect the child in the event that they are unable to do so
- Where children are regularly not collected or collected late, this should be discussed with parents/carers early on and if no improvement is witnessed then DSLs should refer the case to the Education Welfare Service. If there are also child protection concerns, consideration should be given to making a MASH Enquiry and this should be discussed with the parent/carer

### **5.1 Acrimonious parental relationships, Parental Responsibility (PR) and collecting child from school**

***Caution should always be taken where the welfare of a child is of concern and their welfare will always take priority***

Victoria College Preparatory School's obligation is for the education and welfare of the child. Schools should be guided by the Jersey Family Court Advisory Service (JFCAS).

Any difficulties that arise between parents with parental responsibility (PR) should be managed by JFCAS and the Family Court. Schools and staff should be careful not to become involved in custody disputes.

If either parent or their respective lawyers request a member of staff to either write a statement or appear in court on their behalf they should seek advice from Head of Governance at the Education Department. It would not be appropriate to become involved in custody disputes.

If the Head teacher becomes aware of problems between parents, it is good practice that a meeting with both parents takes place to try and resolve any difficulties that may negatively impact on their child.

However, it is important to ensure that these conversations remain around the child's educational needs and welfare, and that you are not drawn into custody or divorce disputes, which are beyond the School's remit. Court Orders will inform contact arrangements, which can include the collection of children from school. It may be necessary to ask for a copy of relevant Court Orders

which can be included in the child's file. Court Orders regarding collection must be adhered to until and unless they are changed.

In the absence of a Court Order when there is a disagreement about who can collect the child, an 'adult conversation' with parents should take place about who collects the child with a signed agreement between both parents and the Head teacher.

If no resolution can be reached, the parents should be directed to seek legal advice. If the Head teacher does make the judgment that a parent is not in an appropriate condition to release the child, then they can refuse to do so. However, this would be the case regardless of whether or not there was a Court Order in place and is a safeguarding matter. In this situation, advice must be sought immediately from MASH or the States of Jersey Police, Public Protection Unit (PPU).

In the event that the Head teacher or school staff suspect there may be a problem, or either parent has made a threat, this should be flagged as early as possible; advice from the DSO, Social Worker (if there is one) or the PPU should be sought. Where the Head Teacher has grounds to believe a child may be at risk of harm by a breach of the peace or that a crime may be committed, they must contact the police immediately.

## **6.0 Attendance: Children missing from school**

### **The Association of Chief Police Officers (ACPO) definitions:**

**Absent:** *"Not at a place where they are expected or required to be."*

**Missing:** *"Not at the place they are expected to be, but the circumstances are out of character. The context suggests they may be subject of a crime or at risk of harm to themselves or others."*

### **Missing from school**

School need to be aware of those children who are persistently absent or missing from school, as this may be an indicator of underlying welfare concerns.

The Education Welfare Officers (EWOs) work in partnership with Victoria College Preparatory School (in particular the Head Teacher and School Secretary) to monitor pupil attendance, and to offer families, children and young people support when problems emerge. See Attendance Policy.

As soon as changes in attendance patterns are identified, the 'Lead Teacher' for pupil attendance should discuss their concerns with their designated Education Welfare Officer (EWO).

EWOs can offer advice and guidance as well as practical support when necessary. Supporting pupil attendance can involve the EWO collecting children from home and taking them to school, though this is following assessment of 'exceptional individual cases' with a specific time-framed plan.

When young people go missing from Victoria College Preparatory School i.e. disappearing during the school day, EWOs need to make enquiries as to their whereabouts. The parent/carer should be contacted immediately and be requested to locate their child and return them to school. It is the parents' responsibility to do this. Research informs us that we should be sighted on children who are missing from school for a variety of reasons that may increase risk including child sexual exploitation (CSE).

### **Action for schools**

The parent/carer should be contacted immediately and requested to locate their child and report to Victoria College Preparatory School when they have done so.

If the parent/carer is unable to locate their child and the child cannot be contacted by telephone, the parent/carer should be advised to notify the police and report their child as missing.

The police will make a decision about locating the child.

A MASH Enquiry should also be made by Victoria College Preparatory School when there are concerns about children or a young person is reported as missing from school/education.

## **7.0 Digital Safeguarding (E-Safety)**

Victoria College Preparatory School has a duty of care under the Law to assess and prevent possible harm to children.

The field of digital safeguarding, also known as e-safety, is constantly evolving with the pace of technological change. Victoria College Preparatory School needs to manage the attendant risks actively and in a timely manner in order to achieve effective digital safeguarding.

All staff at Victoria College Preparatory School must follow the Digital Safeguarding Policy

Advice can be sought from the Head of Governance at CYPES.

## **8.0 Safer recruitment**

Victoria College Preparatory School operates a Safer Recruitment Policy (SoJ), and is committed to safeguarding and promoting the welfare of children.

The policy provides recruitment and selection best practice and other human resources processes to enable the recruitment of candidates who have the skills, knowledge and aptitudes to work, whether paid or unpaid, in Victoria College Preparatory School's services, but helps to deter, reject or identify people who are unsuitable. It sets out all the steps in the process and describes the vetting and pre-employment checks required.

### **8.1 Physical intervention and restraint**

It is Victoria College Preparatory School's policy to use physical intervention and restraint only in line with ED Restraint Policy. Victoria College Preparatory School's policy should include guidelines for staff to reduce the risk of harm to children and to reduce the likelihood of allegations being made against them.

Restraint should only be used as a last resort after other strategies included in Victoria College Preparatory School's Behaviour Policy. Physical restraint always carries a risk to the child or staff who may be harmed, physically or emotionally. Inappropriate or excessive use of restraint can lead to an allegation of assault. (See Positive Behaviour Support and Restrictive Intervention Policy). All staff will be given MAYBO training, and follow the schedule of renewal advised by SEMHIT.

## **9.0 Allegations against staff**

In the event that an allegation is made against a member of staff or volunteer, Victoria College Preparatory School will follow CYPES Guidance for the Management of Allegations Against Staff Policy.

Victoria College Preparatory School will appoint a responsible staff member (usually the Head teacher), who will be the school representative for the purpose of managing the allegation and following procedures. A second member of School staff (usually Deputy Head) will be identified as their deputy to act in their absence **OR** if allegations are made against the Head teacher.

Where a staff member or volunteer is removed from the School following the upholding of an allegation against them and it is agreed by the panel that the person is unsuitable to work with children, the responsible person/Human Resource Department will refer the individual to the Disclosure and Barring Service (DBS).

### **Disclosure and Barring Service (DBS).**

Decisions on whether a person's role requires a DBS check will be made by whoever is responsible for recruitment in the School and will be dependent on whether they are carrying out regulated activity i.e. work that a barred person must not do.

Victoria College Preparatory School must have robust procedures for day to day staff management and supervision and clear procedures for reporting and acting on concerns.

### **10.0 Personal or intimate care : Providing intimate or personal care to pupils**

Staff in Victoria College Preparatory School may need to provide intimate or personal care to younger pupils, for example, helping a child who has soiled themselves or supervising pupils who are changing for P.E.

Victoria College Preparatory School has a written policy in place in order to promote safe working practices for staff and ensure children's privacy.

Children should be encouraged to carry out self-care tasks for themselves where appropriate, but where adult intervention is needed, the following should be observed;

- Staff should follow the agreed Victoria College Preparatory School Policy and practice when providing intimate or personal care
- When taking pupils to the toilet, staff should make colleagues aware of the task to be undertaken and explain to the child what will happen
- Parents should always be notified if intimate care has been provided
- When providing intimate care, staff should carefully and sensitively observe the child's emotional response and report any concerns to the Designated Safeguarding Lead in School
- When children are changing, levels of supervision should be appropriate to the pupil's age
- Staff should avoid any physical contact unless a child needs help
- Staff should ensure that changing areas are private and that others are not able to enter whilst children are changing

### **10. 1 Conduct and safe teaching practice**

Victoria College Preparatory School expects staff and volunteers to set a good example to pupils through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and appropriate boundaries

The Head Teacher will ensure that each member of staff, including volunteers, signs a code of conduct agreement on appointment that sets out the School's expectations with regards to standards of professional behaviour and that all staff receive copies of relevant policies

## **11.0 Accident Reporting**

CYPES requires School to formally report notifiable accidents to the Department. The report should be made using the dedicated online form at the earliest opportunity.

A notifiable accident is an incident which results in:

- Death or major injury
- 24 hrs hospitalisation or
- More than three (3) days absence from school or work
- Accidents/incidents involving a student/pupil/contractor or a visitor (member of the public) (lawful or unlawful) on any CYPES controlled premises requiring an ambulance call out or treatment at the hospital.

Any accident which is not severe enough to be notifiable should still be recorded by the School on an internal accident register.

## **12.0 Safeguarding Vulnerable Children**

### **12.1 Children with disabilities**

Research has shown that disabled children are more vulnerable to abuse than non- disabled children and safeguarding children's welfare is everybody's responsibility. Therefore, awareness amongst professionals about safeguarding disabled children and what constitutes best practice, is essential;

- They may have speech, language and communication needs which may make it difficult for them to tell adults what is happening
- Many disabled children are at an increased likelihood of being socially isolated with fewer outside contacts than non-disabled children
- They often do not have access to someone they can trust to disclose that they have been abused
- They are especially vulnerable to bullying and intimidation
- Their dependency on parents and carers for practical assistance in daily living, including intimate personal care, increases their risk of exposure to abusive behaviour
- They have an impaired capacity to resist or avoid abuse

Assessments for some children with special educational needs may require a Record of Need (RoN) to ensure they receive the additional support and resources to meet their educational needs. Where children have physical and/or medical needs, other individual assessments will be completed by paediatricians, nurses, and therapists and a Care Plan will be implemented. Where a child has several assessments, it is important that these are coordinated so that the child does not become lost between the different agencies involved and their different procedures. Therefore, multi-disciplinary assessments and reviews should be coordinated by the most appropriate qualified practitioner.

### **12.2 Children living with domestic violence**

The impact of domestic violence (DV) or domestic abuse (DA) on children should not be underestimated. Domestic violence can lead to both physical and psychological signs and symptoms in the victim. Substance misuse is also more common in the person enduring domestic violence than in the general adult population. The abuse of alcohol, prescription drugs, and illicit

drugs may happen as a result of the violent relationship rather than being the cause of the violence.

Research shows that experiencing domestic abuse can have negative effects on children, whether they are physically abused themselves, witness the abuse of another person **or** experience abuse within their own relationships.

Children and young people living with parental domestic violence/abuse are at risk of significant emotional harm and possible physical harm. Young people can also be involved in a violent relationship themselves.

Victoria College Preparatory School staff should refer children/young people to MASH if they believe that a child/ren are being affected by domestic violence. School staff can also support and refer victims of DA to the Independent Domestic Violence Advisor (IDVA). IDVAs provide confidential emotional support and practical guidance for victims in order to reduce risk and help them to identify solutions in order that they may leave their abusive relationship.

Although an independent service, IDVAs work closely in partnership with the States of Jersey Police Public Protection Unit (PPU). PPU are responsible for convening and chairing Multi-Agency Risk Assessment Conferences (MARAC) for high-risk DA cases.

Prior to attendance at a MARAC, the DSO will contact School about children and young people to obtain information about how the child is presenting at school, and whether any concerns have been raised or problems identified in school. Victoria College Preparatory School's Head teacher will also receive feedback following a MARAC.

### **12.3 Young carers**

Young carers are children who frequently take on responsibility for looking after parents or younger siblings, carrying out household tasks such as cleaning and cooking beyond what would normally be expected of a child of their age. This may be due to parental disability or ill health. Being a young carer can severely restrict a child's life and can lead to poor educational outcomes and social isolation.

If schools have concerns about a pupil they believe to be a young carer, they can contact MASH for advice and can refer the pupil on for services and support.

### **12.4 Trafficked children**

Some children may have been illegally brought into Jersey for the purposes of commercial gain, for example as domestic servants or forced labour or child sexual exploitation (CSE). They will be heavily controlled by their exploiters and likely to be moved frequently in order to avoid detection by the authorities. Parents or adult carers arriving with children may also be vulnerable and under exploitative control.

To avoid suspicion, traffickers may enrol a child on entry to Jersey posing as a family member, but remove the child from school shortly after. Victoria College Preparatory School needs to be aware of any child who suddenly "disappears" off the school roll with no prior explanation, or applications for a place at the school for several unrelated children from the same address. Any concerns about a child or young person should be reported to the Designated Safeguarding. Contact with MASH Senior Practitioner will be made about how best to proceed with an enquiry.

## 12.5 Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse, being broader in definition, involving manipulation and/or coercion of children and young people under the age of 18 into sexual activity in exchange for money, gifts, accommodation, affection, or status. Both girls and boys, and young women or young men can be victims of CSE. The young person often does not recognise the coercive nature of the relationship and does not see themselves as victims of exploitation.

Particular vulnerable groups include children and young people who go missing from school or who have disengaged from education altogether, those with a history of running away or going missing from home and those with special needs. Young people who abuse alcohol or drugs and/or are involved with *gangs* are also at greater risk. CSE is often a well organised crime, which can involve violence and trafficking.

Victoria College Preparatory School has a key role in educating children and young people about the dangers and importance of keeping themselves safe.

## 12.6 Privately fostered children

A privately fostered child is a child aged up to 16 years who is cared for by someone who is **not a parent or close family member** such as a grandparent, aunt, uncle or sibling, who does not have parental responsibility, and where the care arrangement will last more than 28 days. Private fostering is a private arrangement between parents and carers and normally happens where parents are working or studying away or a child is sent to Jersey to live with family or friends or distant relatives. In general, privately fostered children are well cared for but some arrangements may be a cover for trafficking.

Victoria College Preparatory School should contact the MASH team to notify them of any private fostering arrangements that come to their notice. The Children's Service has a duty to visit a privately fostered child in order to safeguard their welfare. Any concerns or questions can be discussed with the MASH decision-maker/Senior Practitioner

## 13.0 Working with aggressive and violent parents

It is not unusual for parents who are, or become involved with, Children's Services to become defensive frustrated, angry or hostile; this is a very common reaction as parents are fearful of their children being removed from their care and from the level of stress that Social Worker intervention is likely to cause to their family. Such a reaction may be reflected in a mistrust of other agencies working with the child. Parents can also experience feelings of guilt and failure, which can manifest in aggressive communication or threats.

CYPES is aware of the impact of parental hostility on schools and takes the matter very seriously. Any threats against a member of staff must be examined in order to ensure the safety of them and the whole school. Aggressive or violent parents may provide an important indication of risk to the child.

Therefore, where Victoria College Preparatory School is working with families who are known to Children's Service and there are concerns about the behaviour of parents towards members of School staff, this must be shared with the DSL or MASH.

In the event that a parent/adult poses an immediate threat or verbally threatens the Head Teacher or other members of Victoria College Preparatory School staff, the Police should be called immediately.

## 14.0 Drugs Incident Management

Please read in conjunction with: *Victoria College's 'Drugs Policy' and 'Administration of Medicine in School' policy.*

“Drugs education plays a key role in equipping children with the necessary skills, understanding and knowledge to move confidently into adult life. All within Victoria College Preparatory School have a responsibility to inform our children and young people of the facts in a sensitive style that will engage and support them, using recognised and evidence based teaching strategies.”

Drugs include prescribed medications, tobacco, alcohol, solvents, as well as illegal drugs and it is important that children and young people understand the differences and risks.

## 15.0 – Definitions of Abuse

### Four categories of abuse:

**Physical Abuse:** Physical abuse is 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 induces, illness in a child. (This used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

**Emotional Abuse:** Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent 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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, 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:** 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 (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:** Neglect is 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 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);
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. (Definitions taken from Keeping Children Safe in Education 2016.