

Policy	Safeguarding		
Reviewer	George Lumley		
Reviewed	February 2021	Next review	August 2021
Changes	Personnel information MyConcern		
Relevant CYPES policies	Safeguarding Roles and Responsibilities Safeguarding Policies		

VCP Policy

Policy Statement

VCP takes the safety and wellbeing of its pupils and all in its community seriously and therefore complies with CYPES requirements for safeguarding. This document is an overview of the policies held centrally by CYPES to keep children and young people safe. This includes contributing to:

- Providing a safe environment for children and young people
- Identifying children and young people who are suffering or are likely to suffer significant harm and taking appropriate action with the aim of making sure they are kept safe

Child Protection

Child protection is part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering or at risk of suffering, significant harm. Child protection is everybody's responsibility and adults supervising children at VCP must ensure that any concern that a child has been harmed or is likely to be harmed are reported to the Designated Safeguarding Lead, who will take appropriate action.

There is a separate Child Protection Policy for VCP and a Safeguarding and Child Protection Procedures document.

Safeguarding

Safeguarding is universal and based on prevention of harm and the promotion of wellbeing of all children.

The following SoJ outlines the Roles and Responsibilities for Schools and educational establishments. VCP follows the guidelines and policies set out by CYPES to support the school in carrying out Safeguarding responsibilities.

VCP Safeguarding Team:

Designated Safeguarding Lead and Child Protection Lead: Dan Pateman (Headteacher) George Lumley (Deputy Headteacher) Caroline Finch (ENCo)		
Digital Safeguarding: Dan Patemen Henry Job	Health & Safety: Dan Pateman George Lumley	Early Help: Caroline Finch
Data Protection Officer: George Lumley	ELSA: Fi Daniels / Anya Martins	First Aid: Wendy Gorvel
CLA and CPLA: George Lumley	Jersey Premium: Dan Pateman	MASH: 519000
CYPES Designated Safeguarding Lead: Shirley Dimaro – 449477 or s.dimaro@gov.je		
Designated Governors for Safeguarding: Deryn Doyle, Mark Godel		

Safeguarding Policies are filed in the following location:

T:\Policy Documents\1.Policy Documents - Sep 2018\Safeguarding Policies

- Acceptable Use Policy
- Administration of Medicines
- Allegations against staff process
- Anti-bullying Policy
- Attendance Policy
- Behaviour Policy
- Biting Policy
- Child Protection Policy
- Data Protection Policy
- Digital Safeguarding Policy
- Educational Visits Policy
- Electronic Device Policy
- Intimate care Policy
- Lost Child Policy and Procedures
- Online Safety Policy
- Physical Intervention and Restraint

- Positive Behaviour Support and Restrictive PI
- Positive Behaviour, exclusions, part time timetables
- Privacy Notice
- Safeguarding and Child Protection Procedures document
- Self Harm policy
- Social media policy
- Use of Web-based Applications Policy

See **Health and Safety Policies folder** for all policies under Health and Safety. **T:\Policy Documents\1.Policy Documents\Health and Safety Policies**

VCP follow the guidelines set out in the States of Jersey Education Safeguarding policies. All staff will be provided with the **VCP Safeguarding and Child Protection Procedures document**. This will also be given to all supply teachers working in the school, and any adult who volunteers at VCP.

Termly Governor Safeguarding Sub-Committee meetings are held where all VCP Safeguarding data and practices are scrutinised.

A) Safe Recruitment

VCP ensures that all appropriate measures are taken to ensure the safety of supervising adults who are likely to be perceived by pupils as safe and trustworthy. The headteacher has undertaken Safer Recruitment training and will be involved in all recruitment processes.

- A police record check (DBS) should be undertaken on adults supervising pupils on a regular basis (once a week or more, or four days in a month or overnight if in a residential setting) before they begin to supervise pupils.
- Non-police checked adults occasionally used to supervise children in school or on trips can only do so if they are accompanied by a member of staff who takes responsibility for the supervision.
- Recruitment processes are carried out in line with the SoJ Safer Recruitment guidelines.

The school office keeps a record of parents with a certified DBS clearance.

B) Safe Practice

Safer working practice ensures that children / young people are safe and that all staff and adults in the school:

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- Work in an open and transparent way;
- Work with other staff and adults where possible in situations that could be open to question;

- Discuss and/or take advice from the appropriate member of staff over any incident which may give rise for concern;
- Record any incidents or decisions made;
- Do not enter into an improper association with a child / young person
- Do not behave in a racially discriminatory manner or make racist or sexual remarks;

C) Training for VCP staff

The Safeguarding Policy (and all other policies related to Safeguarding) are shared with all staff and adults working in the school.

All adults supervising children should be trained in child protection at the appropriate level in line with the advice from the Jersey Safeguarding Partnership Board. Records and details of training are kept in the training log on Virtual College and on paper copies where Safeguarding Updates have been completed at school.

Regular updates are issued in accordance with the guidance. Regular scenario based training is given in staff meetings and LSA meetings. Training in MyConcern is also kept up to date.

D) Bullying

Children and young people have the right to feel safe, secure and valued, and creating a safe environment and dealing with bullying is everyone's responsibility.

The policy and procedures for preventing and addressing bullying at VCP is expanded on in the school counter bullying policy. Regular updates are given to staff as part of INSET.

E) E-Safety

VCP ensures that all staff and pupils agree to adhere to the school e-safety policy and AUP. A signed copy of the AUP is held by the Deputy Head for each member of staff.

All relevant E-safety policies are shared with staff and are available in the Teacher Shared area. Our use of Lightspeed and Impero enables all online activity to be tracked. This data is reviewed daily, and key findings are reported each half term to the Safeguarding Sub-Committee.

As a school we oversee and monitor the safe use of technology when children are in their care and take action immediately if they are concerned about wellbeing.

We ensure that all staff receive appropriate online safety training that is relevant and regularly updated.

We ensure there are mechanisms in place to support young people, parents and staff facing online safety issues, including parent forums.

We implement online safety policies and acceptable use policies, which are clear, understood and respected by all.

We educate young people, parents and the school community to build knowledge, skills and capability in online safety.

F) Photography and Images

In order to protect children, all parents are asked for their written consent before pupils' images are taken, stored or used. Retention schedules are adhered to in line with CYPES guidance.

G) School premises

Careful attention is paid to ensure that pupils' safety and well-being are protected. Hygiene, cleanliness and tidiness in the school are given high priority; hazards and clutter are routinely removed to prevent accidents or incidents. Regular Health & Safety checks are carried out with the Site Manager and Headteacher.

In conjunction with Jersey Property Holdings, we have a duty to maintain the accommodation to a high standard, with any faults or defects being rectified without delay.

VCP ensures that access by adults not associated with the school are managed to ensure access to pupils is safeguarded. ID badges must be worn at all times. Fob entry system is in place to restrict access.

Staff have access to relevant policies regarding the school premises.

H) Health and Safety

All staff read and adhere to the School's Health and Safety Policy.

Health and Safety policies are saved in the following location:

T:\Policy Documents\1.Policy Documents Health and Safety Policies

Risk assessments are undertaken to promote safety in areas where it is judged that there is any reasonable risk of injury. Such assessments cover all aspects of the school including premises and equipment, on-site activities, off-site activities and the venues used, use of minibuses and other forms of transport. The States of Jersey Risk Assessment template is to be used for all risk assessments.

Risk Assessments are located **Q:\Health & Safety\Risk Assessments**

The school has designated individuals responsible for health and safety within the school. These include the Head Teacher, Deputy Head and Caretaker.

The school is aware of, and disseminates, all the Department's Health and Safety Policies and the critical incident guidance.

We ensure that staff and volunteers are competent and trained to an appropriate level.

We ensure that premises and accommodation are maintained to a high standard.

We ensure that ALL staff know how to cope with critical incidents or emergencies such as fire.

We undertake appropriate hazard identification and risk assessments to cover the school's premises, equipment, on-site and off-site activities.

We report ALL notifiable accidents to the Department via the online portal.

We keep thorough records of health and safety incidents and issues. These are reported to a half termly Health and Safety committee at Victoria College.

I) Children missing from education

The school will monitor attendance and follow up unexplained or unauthorised absence speedily and rigorously.

We refer all cases of concern to the school's Attendance Officer, Education Welfare Officer, the Department's Designated Safeguarding Officer - and escalate to the police where appropriate.

J) Allegations regarding person(s) working at or on behalf of VCP.

Staff who consider that their actions may have been misinterpreted should report this to the Headteacher who will liaise with CYPES and take appropriate action in accordance with Education policy. Procedures are shared with staff and are visible in communal areas.

Where an allegation is made against any person working in or on behalf of VCP that he or she has:

- a. Behaved in a way that has harmed a child or may have harmed a child;
- b. Possibly committed a criminal offence against or related to a child or
- c. Behaved towards a child or children in a way that indicated s/he is unsuitable to work with children.

The Headteacher will follow the process outlined in the document: Allegations against staff – schools (saved in Safeguarding policy documents folder).

All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately. Allegations or concerns about colleagues and visitors must be reported direct to the Head Teacher unless the concern relates to Head Teacher. If the concern relates to the Head Teacher, it must be reported immediately to the Local Authority Designated Officer. For further guidance refer to the Safeguarding Partnership Board 'Managing Allegations' Policy, February 2018).

K) Data Protection

VCP will register with the Information Commissioner annually as a data controller. We will ensure that staff are aware of Data Protection Law and ensure that all personal and sensitive personal data is processed securely and within the Law.

VCP will not publish a picture of a child without permission from a parent.

We won't transfer personal data to a third party (including web based companies such as Google) without completing a risk assessment.

Records management:

VCP also keeps accurate and up to date records of children's contact details and any restrictions that are in place on parental access. These are stored in SIMS.

As a school, we transfer ALL school records (including child protection records and other sensitive records) to the destination school in a secure manner.

We will seek and obtain school records from the previous school of a transferring pupil.

We adhere to the retention schedules for storing and destroying data and will not destroy data until the retention period has expired.

We ensure that a pupil/student's school record remains at the last educational establishment they attended (including Highlands College) until they reach 25 years of age.

L) Promoting Safeguarding via Learning

We use a range of strategies to promote safeguarding, e.g. teaching children/ young people how to stay safe, how to keep themselves from harm and how to take responsibility for their own and others' safety.

This is delivered through a variety of means, including our assembly programme, PSHE curriculum, and work with a variety of external agencies.

We teach children and young people to recognise dangers and harmful situations and to know the preventative actions they can take to keep themselves safe.

Appendices

APPENDIX ONE

DEFINITIONS AND INDICATORS OF ABUSE

1. 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 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); or
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers

2. PHYSICAL ABUSE

Physical abuse 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 caregiver fabricates the symptoms of, or deliberately induces, illness in a child.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- FGM
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

3. 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.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;

- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

4. SEXUAL EXPLOITATION

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

5. 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 children 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 the 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 also involve seeing or hearing the ill-treatment of another person. 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

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

6. RESPONSES FROM PARENTS

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household.

7. DISABLED CHILDREN

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;

- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

APPENDIX TWO

DEALING WITH A DISCLOSURE OF ABUSE

When a child tells me about abuse he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell him you are pleased that he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell him that you believe them. Children very rarely lie about abuse; but he may have tried to tell others and not been heard or believed.
- Tell the child that it is not his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that he has a right to be safe and protected.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.
- If the situation is an emergency you should contact MASH immediately on 01534 519000

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported without delay to the Designated Safeguarding Lead.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead.

APPENDIX THREE

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
3. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
4. Indicators of vulnerability include:
 - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;

- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

APPENDIX FOUR

Domestic Abuse Notification Protocol

At VCP we are working in partnership with States of Jersey Police and Children's Services to identify and provide appropriate support to pupils who have experienced domestic violence/ abuse in their household. This scheme is called Operation Encompass in the UK with Jersey developing a Domestic Abuse Protocol to mirror good practice.

In order to achieve this, the Jersey Multi-agency Safeguarding Hub (MASH) will share police information of all domestic incidents where one of our pupils 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.