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[01534 736524](tel:01534736524)

Safeguarding Students & Child Protection Policy

Updated: September 2024

Review: September 2025

Headteacher Mr S. J. Hughes,

Deputy Headteacher Mr R Allsopp,

Deputy Headteacher Michelle Prentice

Designated Safeguarding Lead Emily Pinel

Deputy Safeguarding Lead Tanja Tinari

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.

As a school we follow 'Keeping Children Safe in Education' 2023 Guidance for Nurseries, Schools, Colleges and Education Services in Jersey. This is not a statutory requirement, but guidance provided by the Government for best practice in education. As a school we choose to follow this guidance to ensure that every child, regardless of race, sexual orientation, religion, gender 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.

At Haute Vallee we 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

This policy for safeguarding students 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 2023](#)'

<https://www.gov.je/sitecollectiondocuments/education/p%20keeping%20children%20safe%20in%20education%2020231025dp.pdf>

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 children means the following;



- Protecting children from maltreatment.
- Preventing impairment of children's mental and physical health or development.
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Principles

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

1. Ensuring that we practice safe recruitment in checking suitability of staff and volunteers to work with our students.
2. Raising students' awareness of child protection issues and equipping students with the skills they need to keep them safe.
3. Developing and 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 child protection plans.
5. Establishing a safe environment in which children can learn and thrive.

Confidentiality

- As a school staff team, we cannot guarantee confidentiality to students, as it is important that as staff, we share information to support and protect students' wellbeing and safety. The only purpose of confidentiality is to benefit the student.
- 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).
- Any child protection concern MUST be reported to the Designated Safeguarding Lead or in the absence another member of the Safeguarding Team.
- Staff will be informed of relevant information (on a 'need to know' basis) in respect of individual cases regarding child protection issues. Any information shared in this way must be held confidentially to themselves.

Record keeping:

- All concerns, discussions and decisions made regarding students, and the reasons for those decisions, should be recorded in writing. 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 decides what access staff in the school have on the system.

- All staff have access to MyConcern to raise concerns about students, but they do not have access to read any other information about students. Only certain members of the Senior Leadership Team, Safeguarding Team and Pastoral team see detailed information on students.
- Any information recorded should be factual, truthful and show the student's voice.
- It is considered good practice to keep concerns and referrals in a separate child protection file for each student alongside what we record on MyConcern.
- If a student transfers from the school, any safeguarding files will be forwarded via the MyConcern system. Each school has a unique code to transfer files securely.

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 Disclosure and Barring Service (DBS) guidelines regarding checks on staff.
- Requiring a standardised application form which is processed and managed by the Government of Jersey recruitment team.
- 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 Senior Manager to be on any interview panel to recruit staff and to pose relevant safeguarding questions.
- Validating applicants' qualifications, experience, and expertise in relation to safeguarding and child protection. Verifying references and testimonials; 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 from current photographic ID and proof of address.
- Examining all career breaks, sudden job changes and/or dismissals.
- All governors will have a DBS check.

Visitors to the School:

- All visitors must 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. All visitors 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 a badge with a red lanyard. These visitors will be met, in reception, by the member of staff who 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.

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 weaknesses 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 carry out 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 referrals are made to relevant agencies where appropriate.
- 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 staff can protect themselves from an allegation.
- Ensuring that the Safeguarding Team have received the appropriate training at timely intervals.
- The co-ordination of all activities related to child protection, 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.
- Ensuring students are taught, as part of a broad and balanced curriculum, the importance of safeguarding, including online safety.
- Opportunities for staff to offer a contribution to safeguarding arrangements and policies. This will be on-going; 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.

The Headteacher is responsible for:

- Supporting the Designated Safeguarding Lead in all aspects of the role.
- Ensuring 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).
- Dealing with any allegations against members of staff or volunteers and keeping records in accordance with the data retention policy.
- Creating a safe environment for students at the school.
- Appropriate safeguarding cover is in place in the absence of the Designated Safeguarding Lead and ensure that staff are aware that they may report a concern to any member of the team.
- Ensure students are taught, as part of a broad and balanced curriculum, the importance of safeguarding, including online safety.

All staff are expected to:

- Know the names of the Designated Safeguarding Lead and members of the Safeguarding Team and understand the roles.
- Understand and comply with the school's safeguarding and child protection policy.
- Deal with any bullying incidents that may occur.
- Refer e-safety concerns to the Designated Safeguarding Lead.
- Behave in accordance with the Government of Jersey policies and our school staff handbook.
- Be aware of our obligation to pay 'due regard' to the need to prevent students from being drawn into radicalisation and/or child exploitation.
- Address risks and prevent issues escalating.
- Refer to the fire leaflet in each school room to ensure safe evacuation.



- 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 MyConcern.
- Where other adults are working in regulated activity within school, the school staff member taking lead arrange this, will ensure that they are aware of the contents of these policies.
- Establish and maintain an environment where our students feel safe and secure, 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, in difficulty or concerned about one of their peers.
- Include opportunities in the PSHE curriculum and form time for students to develop the skills to recognise abuse, stay safe, and to include material to help students develop realistic attitudes to the responsibilities of adult life, particularly regarding childcare and parenting skills.
- Ensure that, wherever possible, every effort will be made to establish working relationships with families and with professionals from other agencies.
- All staff will 'think that it could happen here' in their approach to safeguarding.
- We will systematically monitor, evaluate, and constantly review the impact of this policy.

When a student makes a disclosure:

- 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 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.
- 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 Families Hub in accordance with the procedures outlined in the Jersey Safeguarding Procedures.
- 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 (DSL) however the DSL will take lead in making referrals if available to do so.
- Staff must take further action if they feel the school has not acted appropriately or robustly to safeguard a student. This may involve reporting to the Chair of Governors or the Police.
- 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.

We will always refer to The Children and Families Hub and/or Police for online/social media concerns if the incident involves:

- An adult is coercing, blackmail, or grooming.
- Concerns about capacity to consent, [e.g., Special Educational Needs]
- Images showing 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)
- If it is necessary to view the image this must be discussed with Designated Safeguarding Lead or Head Teacher first and with a member of the safeguarding team present.
- Never copy, print or share the image, unless asked to do so by the Police
- Record the fact that the images were viewed along with reasons and who was present.
- Deleting images (from devices and social media).

What will The Children and Families Hub do?

The Children and Families Hub provides information, advice and support for families and young people. The hub also responds to any safeguarding concerns a professional or member of the public may have for a child or young person.

- 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 needed. This will include deciding whether:
 - The child requires immediate protection.
 - If any services are required by the child and family and what type of services.
 - The child has a wellbeing, health & development or safeguarding need and should be assessed. There is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made under Article 42 of the Children (Jersey) Law 2002.
- If social workers decide to carry out a wellbeing assessment, staff should do everything they can to support that assessment. Social Workers should make contact with the Designated Safeguarding Lead to obtain information for their assessment.
- If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures [Resolving Professional Differences Escalation Policy](#) to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

<https://safeguarding.je/wp-content/uploads/2022/12/20210126-V5-Resolving-Professional-Differences-Escalation-Policy-FINAL-Operational.pdf>



Early Help - Right Help, Right Time:

- Early Help assessments and plans will be initiated by the Designated Safeguarding Lead, Education Welfare officer, Family and Student Support Manager or SENCo.
- An Early Help assessment would be carried out when we identify a need for a multi-agency plan to support a child or family's needs.
- 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 \(gov.je\)](http://Jersey's Children First in practice (gov.je))
- Our aim is to identify student(s)/families who would/could benefit from further support at the earliest stage possible.
- We monitor students who present at Inclusion meetings, to ensure that we can identify emerging trends that may indicate a safeguarding issue.
- We will escalate and refer a child / family to the Children and Families hub for a wellbeing assessment by a Social Worker if the Early Help plan is not progressing and the child/still require support.

Students on the Child Protection Register or Child In Need Plan.

- The number of students on a Child In Need (CIN) or Child Protection plan (CP) varies. There are also other students about whom we may have child protection concern about who are not on a child protection plan.
- We support students in various ways by:
 - Following their guidance set out in any CIN or CP plans.
 - Ensuring they know and are comfortable about whom they can approach for help.
 - Monitoring their welfare carefully, including talking to them regularly about their wellbeing.
- Attending any CIN or CP 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 children's 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 CIN or CP without breaching confidentiality, so that they know to register immediately any concerns, however minor with the Designated Safeguarding Lead (or Deputy)

Types of abuse

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). Children may be abused by adults or by other children.

Physical abuse:

This includes hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent fabricates the symptoms of, or deliberately induces illness in a child.

Emotional abuse:

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Imposing age or developmentally inappropriate expectations 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
- Seeing or hearing the ill-treatment of another eg where there is domestic violence and abuse
- Serious bullying, causing children frequently to feel frightened or in danger
- Exploiting and corrupting children.

Sexual abuse:

This includes 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 (eg rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. Sexual abuse includes non-contact activities, such as involving children in looking at, including online and with mobile phones, or in the production of, pornographic materials, watching sexual activities or 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. In addition, sexual abuse includes abuse of children through sexual exploitation.

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 misuse, maternal mental ill health or learning difficulties or a cluster of such issues. Where there is domestic abuse and violence towards a carer, the needs of the child may be neglected. 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)
- Protection from physical or emotional harm and/or danger.
- Supervision (including the use of inadequate caregivers).
- Access to appropriate medical care or treatment.

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 lived with domestic violence/abuse in their household.
- The Children and Families Hub and States of Jersey Police work together to share relevant information to the Designated Safeguarding Lead when the police have attended a domestic incident, where one of our students were present. On receipt of any information, the Designated Safeguarding Lead will implement appropriate support for the student, if required.
- We record this information and store it securely with the record keeping procedures outlined in this policy.

Child Exploitation (CE):

- **Child Sexual Exploitation** 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.
- 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 inform the Designated Safeguarding Lead.
- **Criminal Exploitation** involves young people being manipulated or coerced into committing crimes by others, often adults or criminal gangs, for the benefit of the



perpetrators. This exploitation can involve serious offences like drug trafficking, violence, theft, or other illegal activities. A common example is "county lines" drug dealing, where gangs exploit children to transport and sell drugs in different areas using mobile phones to organise and manage the disruption.

Child on Child abuse:

Staff will recognise that children are capable of abusing their peers; this occurs when a child intentionally threatens, harms or causes distress to another child.

- Staff will refer any concerns immediately to the relevant Head of Year or a member of the Safeguarding team. It may be considered a safeguarding matter if the allegation is around:
 - Physical Abuse
 - Violence, particularly pre-planned
 - Forcing others to use drugs or alcohol
 - Emotional Abuse
 - Blackmail or extortion
 - Threats and intimidation
 - Sexual Abuse
 - Indecent exposure, indecent touching or serious sexual assaults
 - Forcing others to watch pornography or take part in sexting
 - Encouraging other children to engage in inappropriate sexual acts.
 - Photographing or videoing other children performing indecent acts
 - Sexting
 - Bullying
 - Gender related issues
 - Violence
- Gang initiation/hazing - Hazing is the practice of rituals and other activities involving harassment, abuse or humiliation and is used as a way of initiating a person into a group.

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' 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 enquiring 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.

Sharing of Sexual images:

- 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 or boy.
- Image which displays genitals
- Sex acts including masturbation
- Indecent images may also include overtly sexual images of young people in their underwear.

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

- Staff will refer any concerns to the Designated Safeguarding Lead, or a member of the Safeguarding Team.
- The Designated Safeguarding Lead and/or HOY meets with the student involved.
- Staff do not view the image unless it is unavoidable.
- The Designated Safeguarding Lead or HOY will discuss the matter 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. * This is being updated in September 2024 – new revision is not yet out at the time of our policy update.

<https://www.legislation.gov.uk/ukpga/2006/40/contents>

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.



<https://www.gov.uk/government/collections/counter-terrorism-and-security-bill#:~:text=The%20Counter-Terrorism%20and%20Security%20Act%20contains%20powers%20to%20help%20the>

- 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.

<https://assets.publishing.service.gov.uk/media/5a78966aed915d07d35b0dcc/prevent-strategy-review.pdf>

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 take part 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 relevant 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 role 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.
- 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.

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.

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.

We monitor their progress by:

- Being involved in and following the guidance set out in the student's personal education plan (PEP).
- Offering in school support emotional support.
- 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 their allocated Social Worker.

Information on the Guidance for School; [Education of Children Looked After Policy 2020](#)

<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 CLA 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.

Within school the Safeguarding team take an active role in identifying potential young carers and informing the Designated Lead for CLA of who these students are.

Lesbian, gay, bisexual and transgender (LGBT):

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

Diversity is celebrated and valued at Haute Vallée School.

Information on the Guidance for School; [Transgender Guidance for Schools 2021.](#)

<https://www.gov.je/SiteCollectionDocuments/Education/Transgender%20Guidance%20for%20Jersey%20Schools.pdf>

Children requiring mental health support

Schools have a key role to play in supporting the mental health and wellbeing of children by developing whole school approaches tailored to their individual needs.

At Haute Vallée we will:

- Use Early Intervention to identify issues and provide effective support.
- 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.
- We ensure that we can recognise emerging issues early for students.
- We will work effectively with external agencies to provide a swift response of referrals to specialist support and treatment.
- Students have access to our School based Counsellor via self-referral, referrals from staff or external agencies.


Allegation against a member of staff:



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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 of harm 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 deputy in his absence, should contact the Children and Families Hub and inform the Designated Safeguarding Lead to decide whether the incident should be referred to MASH/or the police. If this is agreed, the Head Teacher should submit a referral within 24 hours. In addition, the Head Teacher should inform the Chair of Governors and the Acting Safeguarding Lead at the Education Department.

If the allegation is against the Headteacher or the Deputy, this should be reported to the Director of Education and the Senior Advisor.

- If an allegation is made against a member of staff, it should NOT be discussed with them until a decision made regarding the next steps.
- The Jersey Designated Officer will be informed of allegations made against adults working with children.

If there are concerns around the safeguarding practices within the school any staff member can and should share their concerns with the Head Teacher, Deputies or Designated Safeguarding Lead.

Managing Allegations Staff & Volunteers CYPES policy

<https://www.gov.je/SiteCollectionDocuments/Education/P%20Managing%20Allegations%20Against%20Staff%20or%20Volunteers%20in%20Nurseries%20Schools%20Colleges%20and%20Education%20Settings%2020231023DP.pdf>



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Contacts

Designated Safeguarding Lead – Emily Pinel

e.pinel@hv.sch.je 736524 ext 787

Deputy Designated Safeguarding Lead and Lead for LAC and Young Carers - Tanja Tinari

t.tinari@hv.sch.je 736524 ext 825

Deputy Designated Safeguarding Lead / Deputy Headteacher – Michelle Prentice

m.prentice@hv.sch.je 736524 ext 809

Headteacher - Stuart Hughes

s.hughes@hv.sch.je 736524 ext 803

Deputy Headteacher - Rob Allsopp

r.allsopp@hv.sch.je 736524 ext 804

School Based Education Welfare Officer - Kira Le Marrec

k.lemarrec@hv.sch.je 736524 ext 805

School Based Counsellor – Katie Mulligan

k.mulligan@hv.sch.je 736524 ext 826

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

Tel: 01534 736524

Website: www.hautevallee.sch.je

Email: enquiries@hv.sch.je



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[01534 736524](tel:01534736524)

Other numbers:

Children and Families hub: 519000

Police non-emergency: 612612