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# Safeguarding & Child Protection Policy

Updated

December 2025

Updated By

Miss E Pinel

Review

March 2026

Reviewed By

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### **The context of Haute Vallée School:**

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 their potential, regardless of background or circumstances.

We follow '[Jersey Keeping Children Safe in Education 2025](#)' Guidance for Nurseries, Schools, Colleges and Education Services. This guidance is reviewed annually by the Department for Children, Young People, Education and Skills (CYPES). As a school we follow this guidance to ensure that every child, regardless of race, sexual orientation, gender or religion is supported and kept safe.

All practitioners working with children in Jersey are required to work within their roles and responsibilities stated in the '[Children and Young People's Law 2022 \(Jersey\)](#)'

Our safeguarding practice follows the principles set within the Children and Young People's Law which are;

- A child centred approach.
- Collaboration – professionals and services working together.
- Coordination – following the [Jersey Children's First practice framework](#).
- Consistent

### **About this policy:**

We understand we have a vital role in promoting and protecting the wellbeing of our students. This policy sets out the responsibilities and actions we will follow to protect students from harm.

This policy should be read alongside the following:

- [Children and Young People's Law 2022](#)
- [Keeping Children Safe in Education 2025](#)
- [Safeguarding Partnership Board procedures](#)
- [Education Law 1999](#)
- [Continuum of Needs Guidance 2024](#)
- [Discrimination Law 2013](#)

Our students have the right to expect us to provide them with a safe environment to learn and always be working in the best interests of the child. We also recognise that the protection of our students is a shared community responsibility.

Safeguarding children and young people is defined as:

- 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 practices in line with the Government of Jersey's recruitment and selection policy, and Jersey Keeping Children Safe in Education.
2. Raising students' awareness of child protection issues and equipping students with the skills they need to



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keep themselves 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 are at risk of significant harm or have experienced significant harm, in accordance with their agreed child protection plans.
5. Establishing a safe environment in which children can learn and thrive.

### **Confidentiality**

All information we hold about a student and their family is confidential and can only be shared with consent of the parent/carer. However, there are times where we will need to make a professional judgement to share information with relevant professionals when there are concerns a child is at risk from or likely to be at risk of significant harm. If it is in the best interests of the child, information can be shared with relevant authorities. Information shared to be in line with the Data Protection Law 2012 and Children and Young People's Law 2022.

As a school staff team, we cannot promise confidentiality to students with the information they share with us, as it is important that as staff, we share information to support and protect students' wellbeing and safety.

- 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 their absence to Deputy Designated Safeguarding Lead.
- 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 kept confidential.

### **Record keeping:**

All safeguarding concerns, discussions and decisions are recorded using the MyConcern system. This system is monitored by the Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads who have administrative access to manage student profiles and staff access to the system.

All staff have access to MyConcern to 'Report a Concern' regarding a student.

We should record:

- Accurate, factual and up to date information. Any incidents, disclosures or signs of abuse must be fully recorded with dates, times and locations.
- Any actions taken; how and why decisions were made.

When a child moves to Haute Vallée from a different school where there are safeguarding and child protection concerns, their files and records of any Early Help, Child In Need or Child Protection plans will be transferred over to the Designated Safeguarding Lead.

The retention period for holding student's safeguarding and child protection records is until the student reaches the age of 25, at which point the records will be destroyed, confidentially and securely. For students that are care experienced, their records will be retained in line with the CYPES retention policy.

### **Safer recruitment/practice:**

The school leadership follow safer recruitment practices in line with Government of Jersey practices.

This will include:



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- Senior Leadership will maintain a school central record including the safeguarding checks they have carried out for all staff and volunteers.
- Follow statutory Disclosure and Barring Service (DBS) guidelines regarding checks on staff.
- Follow the Government of Jersey recruitment procedures.
- 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 Leader with Safer Recruitment training 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 or the site office.
- Reception staff will check the identity of the visitor and the reason for their visit.
- Visitors that are DBS approved will be provided a green lanyard and able to walk around site independently. These visitors are likely to be practitioners that are here to complete interventions with students from an external agency.
- Visitors that are not DBS approved will receive a red lanyard and must always be supervised by a member of staff whilst they are on school site.
- All visitors are required to sign out at reception.
- All school staff will be vigilant of all visitors that they see around the school and staff 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.
- Maintain clear and timely minutes of meetings.
- Be aware of the procedure for managing allegations against staff.
- Ensure that Governors on recruiting panels have relevant experience in recruiting.



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### **The Designated Safeguarding Lead (DSL):**

The DSL has the lead responsibility for safeguarding and child protection within the school. Within the safeguarding team, we additionally have two Deputy Designated Safeguarding Leads (DDSL).

### **The DSL will:**

- Ensure mechanisms are in place to assist all staff to understand and carry out their role and responsibilities in Safeguarding.
- Implement this policy in ensuring that child protection procedures are followed within the school and that referrals are made to relevant agencies where appropriate.
- Provide 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.
- Ensure that the Safeguarding Team have received the appropriate training at timely intervals.
- Co-ordinate 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.
- Liaise between the Safeguarding Team, the leadership team and governors.
- Monitor the effectiveness of the Child Protection Policy and Procedures, and updating policy, at least, annually.
- Ensure students are taught, as part of a broad and balanced curriculum, the importance of safeguarding, including online safety and digital harm.
- Provide opportunities for staff to offer a contribution to safeguarding arrangements and policies.

### **The Headteacher is responsible for:**

- Creating a safe environment for students at the school.
- 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 and volunteers.
- Managing any allegations against members of staff or volunteers and keeping records in accordance with the data retention policy.
- Ensuring 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 Safeguarding 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:**

- All staff will 'think that it could happen here' in their approach to safeguarding.
- Know the names of the Designated Safeguarding Lead and the Deputy Safeguarding Leads.
- Understand, sign to acknowledge and comply with the school's safeguarding and child protection policy.
- Manage and address any bullying incidents that may occur.



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- Refer e-safety concerns to the Designated Safeguarding Lead.
- Behave in accordance with the Government of Jersey polices 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.
- Adhere to the Health and Safety Policy to ensure safe evacuation in the event of a fire
- Be kept informed about child protection responsibilities and procedures through induction briefings, the staff bulletin and awareness training.
- Establish and maintain an environment where our students feel safe and secure.
- Establish and maintain an environment where our students are encouraged to talk and feel heard
- 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 whole-school curriculum and form time for students to develop the skills to recognise abuse and stay safe.
- Ensure that, wherever possible, every effort will be made to establish working relationships with families and with professionals from other agencies.
- We monitor, evaluate, and constantly review the impact of this policy.

### **What staff should do if they are concerned about a student?**

- Staff who have a concern for a student should report this to the Designated Safeguarding Lead to agree what actions should be taken.
- Staff will report a concern using the MyConcern system.
- Staff should not delay reporting a concern.
- If the concern is urgent with significant risk to the student, the staff member will need to contact the Designated Safeguarding Lead or the Deputy Safeguarding Leads verbally and immediately.
- If staff are unable to reach a member of the Senior leadership team, the police should be contacted.
- 

### **Responding to a disclosure of abuse:**

- All disclosures made by a student must be listened to and taken seriously, with sensitivity.
- Staff must never make suggestions to the child of alternative explanations of their disclosure or 'investigate' the disclosure.
- Staff will listen without displaying shock or disbelief.
- Staff use 'TED' questions; Tell, Explain, Describe.
- Staff will explain their responsibility to keep the student safe and what their next actions will be following the disclosure, explaining that the disclosure cannot remain confidential.
- Any staff member or visitor 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 Deputy Safeguarding Leads.
- This should be followed with a written record within the same working day, using My Concern or if a visitor, using the paper template located at the school reception.
- The written record should be accurate with the date, time and any potential witnesses.
- The Designated Safeguarding Lead or Deputies will immediately refer cases of suspected abuse or an allegation of abuse to Children and Families Hub.
- In the absence of the Designated Safeguarding Lead or Deputies, any staff member can make a referral into the Children and Families hub but must inform the Safeguarding team of the referral and provide the copy of the referral.



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- Staff must take further action if they feel the school has not acted appropriately or robustly to safeguard a student.
- We will inform parents/carers of our actions unless it is our view that so doing could place the student 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.

### **What will The Children and Families Hub do?**

The Children and Families Hub provide 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, determining what course of action should be taken.

A safeguarding referral will be submitted via their online form [Children and Families Hub referral form](#)

If a referral to Children Adolescent Mental Health Service (CAMHS) is required, we use the same hub referral form (link above) to refer into CAMHS.

Once the hub has received the referral they will decide whether:

- The child requires immediate protection.
- If any services are required by the child and family and what type of services.
- Determines if the level of support required requires a social worker to carry out a child and family assessment.
- The hub has their own team of family support workers and delivers parenting courses.

### **Early Help - Right Help, Right Time:**

The purpose of Early Help is to provide support as soon as a problem emerges for a child and their family. This is a voluntary level of support, which requires seeking consent from the parent/carer prior to implementing the support.

- An Early Help assessment will be offered to a student's family when we identify a need for a multi-agency plan to support a child or family's needs.
- If a staff member feels a family would benefit from this coordinated approach, they should refer the student into Inclusion for the Inclusion team to consider the student's needs.
- Early Help assessments and plans will be managed by the Designated Safeguarding Lead, Education Welfare office or SENCo.
- 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.

Further details of the Jersey Children's First framework and resources for Early Help >> <https://www.gov.je/Caring/JerseysChildrenFirst/Pages/GuidancePractitioners.aspx>

### **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 throughout the school year. A child In Need plan is when a child is identified to have a health or development need. A child on a Child Protection Plan who has experienced abuse or likely to be at risk of abuse.

It is our responsibility to support these students by:

- Following the guidance set out in their CIN or CP plans.



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- Ensuring they know who they can approach for support within the school.
- 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 their allocated Social Worker.
- Monitoring their academic grades carefully to support students to make 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 key staff as appropriate if a student is on a plan without breaching confidentiality, so that they know to register immediately any concerns.

There may be times when we feel a student's safeguarding plan agreed by external agencies is not effective in supporting the child and their family. In these situations, the Designated Safeguarding Lead will discuss the concerns with the lead of the child and family plan. If progress still has not been made to better support the child and their family, we will implement the 'Escalation Policy' from the Safeguarding Partnership Jersey.

Resolving Professional differences / Escalation policy>>

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

### **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** is 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 an adult 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 e.g. where there are domestic violence and abuse.
- Serious bullying or cyberbullying, causing children frequently to feel frightened or in danger or exploiting and corrupting children.



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### **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 (e.g. 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:**

Domestic Abuse refers to a number of behaviours which are not always violent. It has a significant negative impact on the victims and the children living with or witnessing the abuse.

Domestic Abuse can include the following behaviours:

- Coercive Control (an act or pattern of intimidation, degradation, humiliation, isolation or other abuse that is used to harm, punish or frighten.)
- Psychological and/or emotional abuse.
- Physical or sexual abuse.
- Financial abuse.
- Harassment and Stalking.
- Online abuse.

We continue to work in partnership with States of Jersey Police and Children's Services to identify and provide appropriate support to students 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 when it involves the student's parent/carers or they were present at the incident. On receipt of any information, the Designated Safeguarding Lead will implement appropriate support for the student, if required.



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### **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.

**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 an individual child or group intend to physically, sexually or emotionally harm another.

### **Types of abuse:**

- Physical Abuse
- Sexual violence, sexual harassment and misogyny.
- Harmful sexual behaviour.
- Bullying
- Cyberbullying
- Online coercion, extortion and exploitation.
- Sexting
- Initiation / hazing
- Prejudiced behaviour
- Teenage relationship abuse

All staff alongside the Designated Safeguarding Lead and Deputy Safeguarding Leads need to make their own judgement about each specific case.

Stopping violence and ensuring the physical safety is our priority but we recognise emotional bullying can be as damaging. Within our approach we will always consider the child's right to feel safe and respected.

In response to Child on Child abuse the Designated Safeguarding Lead (DSL) must be informed. The DSL will assess all incidents, gather the facts of what occurred and considered if it is a one-off incident or a pattern of escalating behaviour that required a referral into the Children and Families hub.

All staff will avoid language that may create 'blame' and leave a child labelled. Staff will support all involved with sensitivity.



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### **Female genital mutilation (FGM):**

FGM is a form of child abuse.

- 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.
- Communities from sub-Saharan Africa, Middle East and Asia have been found to carry out this brutal practice.

Under the [Sexual Offences Law \(Jersey\) 2018](#) FGM is a criminal offence and a person found guilty of carrying this out on another person can face up to 14 years in prison.

If staff have reason to suspect a student has undergone or likely to become a victim of FGM by travelling to another country, accompanied by their parent/relative or adult, the staff member should inform the DSL or DDSL, who will then consult with the Designated Safeguarding Officer on 07797954714, the Children and Families hub and Police Protection Unit on 612612 immediately without notifying the parents.

[https://www.jerseylaw.je/laws/current/l\\_20\\_2018](https://www.jerseylaw.je/laws/current/l_20_2018)

### **Special Educational Needs (SEN)**

All staff will be aware and alert that SEN students can be additionally vulnerable to experiencing harm and abuse due to:

- Relying on others for assistance and care giving, meaning abusers have more opportunity to abuse them.
- Find it harder to communicate their experiences, potentially due to speech and language barriers or more isolated from someone to ask for help from.
- Behaviours may be interpreted under their SEN needs rather than a form of communication that they are being abused. "For example, bruises might be assumed to be caused by disability equipment or problems with mobility. Or children experiencing abuse or attempting to tell someone about their abuse might self-harm or display inappropriate sexual behaviour, or other repetitive or challenging behaviours, which are misinterpreted as part of their needs or disabilities." ([www.thekeysupport.com](http://www.thekeysupport.com)).

The inclusion team meets on a weekly basis to review the support offered to students with SEN. The DSL will closely monitor concerns raised for students with SEN and take action promptly to implement support or make referrals to safeguard students.

### **Violence Against Women and Girls:**

VAWG findings were published in 2023. The report suggested 77 recommendations, 58 for the Government of Jersey, which does include education.

Summary of report:

<https://www.gov.je/SiteCollectionDocuments/Caring%20and%20support/VAWG%20Taskforce%20Summary%20Report.pdf>

Within our school curriculum and pastoral support, we actively provide education to students and take steps to address violence against women and girls.

### **Radicalisation:**



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Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

"Extremism is 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 death of members of our armed forces, whether in this country or overseas" (HM Government Prevent Strategy 2011).

If staff are concerned a student is becoming radicalised, they should inform the DSL who will then make contact with the Children and Families Hub, without notifying the parent/carer. The Children and Families Hub will then advise the DSL on the next steps in managing the concern. This may include a police investigation.

### **Self-generated images / sharing of nudes**

Producing and distributing indecent images of anyone under the age of 18 is illegal.

This includes:

- A child creating an indecent image of themselves and sharing it with another child or adult.
- A child creating an indecent image of another child and/or sharing the image of another child to another child or adult.

### **Staff will respond by:**

- Reporting the concern to the Designated Safeguarding Lead.
- If a device is involved, the staff member will confiscate the device, set it to flight mode or, if not possible switch it off. The staff member will hand the phone to the Designated Safeguarding Lead.

Staff will **not** view, copy or store the image.

- Staff will not tell the student to delete imagery or delete it on their behalf.

A referral will be made to the Children and Families hub and police if the following circumstances are present with the incident:

- An external coercion involved or encouragement beyond the sender/receiver.
- The child is considered as more vulnerable due to additional risks/safeguarding information held.
- If the image is of a severe or extreme nature.
- If the image has been distributed more widely.
- When the child has been involved in similar incident before.

Parents/carers will be contacted and advised to use the ChildLine's Report Remove Tool <https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/report-remove/>

And use

NCMEC's Take it Down tool to help them remove or limit the spread of images. <https://takeitdown.ncmec.org/>

### **Digital Safeguarding:**

- We have guidance in place to ensure we 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 Designated Online Safety Lead reviews our IT systems annually, working closely with relevant staff i.e. systems manager, safeguarding team, Head of Year and Education Department.



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### **Searching, screening and confiscation:**

The Headteacher and/or authorised staff have the power to search a student/s or their possessions, with the student's 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.

The staff member carrying out the search must be the same sex as the student being searched (see exception below); and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched.

When conducting a search:

- The person conducting the search may not require the student to remove any clothing other than outer clothing.
- "Outer clothing" means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but "outer clothing" includes hats; shoes; boots; gloves and scarves.
- "Possessions" means any goods over which the student has or appears to have control – this includes lockers and bags. A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

### **Children missing from education:**

A student missing from education is a safeguarding concern and could indicate they are experiencing abuse and neglect.

If a student has not attended school, with the absence unknown the attendance officer will make attempts to locate the student using the contact details held on the student's record.

Our Education Welfare Officer will support locating a student on the second day of their absence, assisting in making enquires, which can include visiting the students home address.

If we believe the student is still on island but has not attended on the third day the Education Welfare Officer can speak to the students' peer group to try locate them.

If we are given information to believe a student has left the island, we will make attempts to contact the immediate family of the student, including additional family members, if we have them on the system. If all attempts have been made, we will refer a student as Missing in Education to the Education Welfare Team Manager.

The Education Welfare Officer and Designated Safeguarding Lead will work together to locate a student.



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We are required to inform the Central Education Team if a student has been absent from school without permission for 10 days or more.

**For students that are in school but have not arrived at their lesson we will initiate our school process for a student missing during the school day. See appendix A.**

### **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;  
[Children Looked After Government Policy](#)

### **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 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;  
[Trans Inclusion Guidance](#)

### **Mental health**

'Self-harm' is any deliberate, non-suicidal, behaviour where the intent is to cause harm to one's own body. This might include:

- Cutting, scratching, scraping or picking skin
- Swallowing inedible objects
- Taking an overdose of prescription or non-prescription drugs



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- Swallowing hazardous materials or substances
- Burning or scalding
- Hair-pulling
- Banging or hitting the head or other parts of the body
- Scouring or scrubbing the body excessively'

Staff who are concerned a student has self-harmed or might self-harm must report this to the Designated Safeguarding Lead via the MyConcern system. Staff must report this as soon as possible before the end of the school day so the student can be spoken to, to establish if there is further risk to the student, such as if the student is or has been experiencing suicidal ideation alongside self-harming.

**Suicidal ideation** is an immediate concern, requiring staff to inform the Designated Safeguarding Lead swiftly to assess the level of risk and implement a safety plan. Parents/carers will be informed and depending on the immediacy of the concern, required to collect their child. It is the parent/carer's responsibility to take their child to the emergency department if the child has a plan and intent to take their life. The Designated Safeguarding Lead will discuss with the child and their parent/carer involving Children Adolescent Mental Health Service (CAMHS) for further support.

**Allegation against a member of staff:**

It is essential that our high standards of concern and professional responsibility adopted with regard to alleged child abuse are similarly displayed when adults working in school are accused, no matter how difficult this may be.

Corporal or physical punishment of children in schools is unlawful. Physical restraint of children is only permitted if the child or others are at risk 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 a staff member has a concern or allegation this should be reported to the Head Teacher or in their absence, the Deputy Head.

If the allegation is against the Head Teacher, only the Designated Safeguarding Officer in CYPES should be contacted.



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### **Additional Haute Vallee policies:**

[Attendance-Policy.pdf](#)

[Behaviour-Policy-for-Parents.pdf](#)

[First-Aid-Policy.pdf](#)

[Drugs and Banned Substances Policy.pdf](#)

### **Additional Education policies related to safeguarding on gov.je:**

[School Attendance Policy for Pupils of Compulsory School Age](#)

[Education of Children Looked After Policy](#)

[Police Involvement in Schools and Youth Centres](#)

[Special Educational Needs policy](#)

[Online Safety Policy.pdf](#)

[Drugs in Schools and Colleges Policy.pdf](#)

[Self-Harm - Guidelines for Schools](#)

[Managing Allegations Against Staff or Volunteers in Nurseries Schools Colleges and Education Settings](#)

[Resolving-Professional-Differences-Escalation-Policy](#)

[Recruitment and Selection](#)

[Whistleblowing policy for public servants](#)



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### Contacts:

**Designated Safeguarding Lead – Emily Pinel:** [e.pinel@hv.sch.je](mailto:e.pinel@hv.sch.je) 736524 ext 787

**Headteacher - Stuart Hughes:** [s.hughes@hv.sch.je](mailto:s.hughes@hv.sch.je) 736524 ext 803

**Deputy Headteacher & DDSL – Michelle Prentice:** [m.prentice@hv.sch.je](mailto:m.prentice@hv.sch.je) 736524 ext 809

**Deputy Headteacher - Rob Allsopp:** [r.allsopp@hv.sch.je](mailto:r.allsopp@hv.sch.je) 736524 ext 804

**Assistant Head Teacher & DDSL – Eleanor Downing:** [e.downing@hv.sch.je](mailto:e.downing@hv.sch.je)

**School Based Education Welfare Officer - Kira Le Marrec** [k.lemarrec@hv.sch.je](mailto:k.lemarrec@hv.sch.je)

**School Based Counsellor – Katie Mulligan** [k.mulligan@hv.sch.je](mailto:k.mulligan@hv.sch.je)

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

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**Website:** [www.hv.sch.je](http://www.hv.sch.je) **Email:** [enquiries@hv.sch.je](mailto:enquiries@hv.sch.je)

### Other numbers:

**Children and Families hub:** 01534 519000

**Police non-emergency:** 01534 612612

### Appendices

#### A) Student is missing from a planned session in school – safeguarding procedures:

