

<b>Policy</b>	<b>Child Protection</b>		
<b>Reviewer</b>	Dr Gareth Hughes, Deputy Headmaster		
<b>Reviewed</b>	2 Mar 2021	<b>Next review</b>	Autumn term 2021

Relevant SoJ Education documentation: [Child Protection Policy](#)  
[Missing Children Policy](#)

**Victoria College is committed to the importance of safeguarding children as outlined by Children, Young People, Education and Skills (CYPES):**

“CYPES is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share this commitment”

**Named staff with specific child protection responsibilities:**

**The Child Protection Officer / Designated Safeguarding Lead**

Mr Patrick Crossley, Assistant Headmaster Pastoral  
 01534 638200 (Office)  
 Email: [p.crossley@vcj.sch.je](mailto:p.crossley@vcj.sch.je)

**The Deputy Child Protection Officer / Deputy Designated Safeguarding Lead**

Dr Gareth Hughes, Deputy Headmaster  
 Tel: 07797846124 (Mobile) 01534 638200 (Office)  
 Email: [g.hughes@vcj.sch.je](mailto:g.hughes@vcj.sch.je)

**Deputy Senior Person who has received Child Protection/Safeguarding training:**

Inclusion Coordinator: Mrs Sue Watkins

**Nominated Governor**

Dr Deryn Doyle Vice Chair of the Governors Safeguarding Committee

**E-Safety Officer**

Mr Patrick Crossley, Assistant Headmaster Pastoral  
 01534 638200 (Office)  
 Email: [m.gosling@vcj.sch.je](mailto:m.gosling@vcj.sch.je)

**In all cases, if concerns are raised regarding the following guidelines please refer to Jersey Education Department Child Protection policy: [www.gov.je](http://www.gov.je)**

**Jersey Child Protection / Safeguarding Agencies**

- Designated Safeguarding Officer (DSO): 449477

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- Head of Governance: 449224
- Children’s Service Duty Social Worker / Tel 443500 or if out of hours (after 5pm) the Duty Officer via Police Headquarters Tel 612612
- DFE Senior Education Welfare Officer: Tel 449477
- Multi Agency Safeguarding Hub (MASH) / Tel: MASH EDUC 449217 / MASH Co-ordinator 519000 / MASH Manager 443938 / Out of Hours: 612612
- Children Initial Response Team / Tel: 443990
- Senior Education and Welfare Officer / Tel 449477
- Youth Service – Principal Youth Officer / Tel 449249
- Jersey Child Protection Committee / Tel 445148
- Children and Adolescent Mental Health Services (CAHMS) / Main Office Tel 445030
- Educational Support Team / Main Office Tel 449422
- Alexa Munn / Head of Governance & E-Safety CYPES Email: a.munn@gov.je
- Human Resources / CYPES representative in relation to safeguarding and recruitment.

#### Other useful contacts:

- ISI (Independent Schools Inspectorate) / Tel: 020 7600 0100 / Email: [info@isi.net](mailto:info@isi.net)
- Child line / Tel: 0800 111111
- Crime stoppers / Tel: 0800 555 111
- NSPCC: 0800 800500

#### Other relevant policies

Victoria College recognises that it has a duty to ensure that Safeguarding and Child Protection permeates all activities and functions. This policy therefore complements and supports a range of other policies (e.g. Complaints, Behaviour, Expeditions, Health and Safety, Drugs, Physical Restraint Anti-Bullying, etc.) When undertaking development or planning of any kind, the School will consider the safeguarding aspects. Any deficiencies or weaknesses in Child Protection arrangements will be remedied without delay. In all cases, Victoria College Child Protection Policy will comply with the Jersey Education Child Protection Policy. The Victoria College policy is also in line with the principles outlined by the UK Department of Education “Keeping Children safe in education: Statutory guidance for schools and colleges”.

#### PRINCIPLES

The responsibility to protect and safeguard the welfare of the children and young people entrusted to its care is regarded as a fundamental priority at Victoria College. In keeping with the ethos of the school, the Headmaster, staff and governors will:

- Value and to listen to each individual member of the College community
- Ensure that all members of staff, both teaching and support staff, full-time and part-time, are offered appropriate training and support on Child Protection issues.
- Victoria College recognise that some young people are the victims of physical, sexual or emotional abuse and/or neglect. Staff, by virtue of their daily contact with, and knowledge of, the students in their care, are well placed to identify signs of abuse and to offer support to children in need. Staff will be provided with information on any children known to be at risk on a ‘need to know basis’.
- It is essential that all staff at College are fully aware of the Child Protection Policy and Procedures and ensure that they are adhered to (staff checks are done each year to ratify this).
- There are four main elements to Victoria College’s Child Protection Policy:

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**Prevention** (e.g. creation of a positive atmosphere within the School, provision of pastoral support to pupils as well as safe and appropriate working practice by staff);

**Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);

**Support** (to pupils and School staff and to children who may have been abused);

**Collaboration** with boys, parents and other agencies (to ensure appropriate communications and actions are undertaken to promote Safeguarding and Wellbeing for all pupils).

### The Policy

This policy is consistent with:

- The Jersey Education Department Child Protection Policy. A copy of the policy can be located on [www.gov.je](http://www.gov.je) a hard copy is also kept in the office of the Designated Safeguarding Lead. Victoria College abides by the following Education Department guidelines:
  - Roles and Responsibilities of Agencies and Associated groups
  - Information Sharing
  - Referral and Access to Services
  - Child Protection Enquiries
  - Child Protection Conferences
  - Recognising the vulnerability of children
  - Safe recruitment and working with children
  - Training, supervision and professional competence
  - Raising concerns and managing professional differences
- The States of Jersey Safeguarding policies can be accessed via [www.gov.je](http://www.gov.je) and again a hard copy is kept in the Designated Safeguarding Lead's office. Further safeguarding policies can also be accessed on the CYPES website which contains inter-agency processes, protocols and expectations for safeguarding children.
- Victoria College also follows the guidelines outlined by the Jersey Multi Agency Safeguarding Hub (MASH established in 2013) which closely follows the principles established by the *Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (DfCSF-00305-2015)* which sets out how organisations and individuals should work together to safeguard and promote the welfare of children and young people in accordance with the Children Act 1989 and the Children Act 2004.
- This policy applies to all staff, volunteers, governors and visitors (peripatetic and contractors) to the School. It is published on the School's website and is available to parents on request. We recognise that child protection is the responsibility of all staff within our School. We will ensure that all parents and other working partners are familiar with our Child Protection Policy and procedures. All staff new to the school will be made aware of the School's safeguarding procedures.
- Where the School provides services or activities directly under the supervision or management of School staff, our arrangements for child protection will apply. Where services or activities are provided separately by another body, the School will seek in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children. The School will also ensure that there are arrangements to liaise with the School on these matters where appropriate.

### PROCEDURES

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- Every member of staff are in possession of the Education Department Child Protection Guidelines Briefing Sheet which is re-circulated each year in September and is attached at Annex A.
- The Deputy Headmaster is responsible for ensuring that supply staff and part-time teachers are provided with this sheet.
- It is the responsibility of all members of staff to familiarise themselves with the Education Department policy on Child Protection. Housemasters also have access to the above school and Education Department policies.
- **It is mandatory to pass on to the Child Protection Co-ordinator any information received relating to child protection issues.**
- Any teacher/ member of support staff who receives a disclosure from a child must note down any relevant information, date and sign the record of disclosure. **Listen, do not ask any leading questions. Speak to the designated teacher.**
- Staff must not promise confidentiality to a child but tell them that you will keep them informed.
- Staff must be vigilant in adhering to what is commonly agreed to be **good practice in their dealings with students**. Staff may not for example interview a boy alone without being clearly visible i.e. leave the door open if there is no window or glass panel. If in doubt over questions of good practice do not hesitate to seek advice from a senior member of staff.
- Staff at College may not have students visit their home without written permission from the parents.

## **VICTORIA COLLEGE AND ENSURING EFFECTIVE CHILD PROTECTION AND SAFEGUARDING**

### **CHILD PROTECTION TRAINING**

**All new staff will be provided with training by the Education Department.** NQT s will receive training as part of their induction programme at the PDC. Further training for staff in relation to Child Protection Safeguarding will be arranged by Mr Griffin.

Should staff have any concerns relating to child protection training they should not hesitate to speak to the named person – **Mr Patrick Crossley** or if unavailable, the Deputy Headmaster **Dr Gareth Hughes**.

Above all remember “...that in the investigation of and response to all referrals of suspected child abuse the best interests of the child will be paramount.”

The School adopts an open and accepting attitude towards boys as part of its responsibility for pastoral care. We hope that boys and parents will feel free to talk about any concerns and see the School as a safe place when there are difficulties. Boys’ worries and fears will be taken seriously. Boys are encouraged to seek help from members of staff.

### **Victoria College will therefore:**

- Establish and maintain an ethos where boys feel secure and are encouraged to talk, and are listened to.

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- Ensure that boys know that there are adults in the School, whom they can approach if they are worried or are in difficulty.
- Include in the curriculum activities and opportunities, which equip boys with the skills needed to stay safe from abuse and will develop resilience and realistic attitudes to the responsibilities of adult life.
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies.
- Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with the boys.
- Ensure that all staff are aware of how and when to act on concerns that they have and work in a safe and appropriate manner at all times.

### **Confidentiality**

Victoria College recognises that all matters relating to child protection are highly confidential. The Head Master or the Designated Child Protection Officer will share that information on a 'need to know, what and when' basis. Concerns about individuals should never be discussed elsewhere, inside or outside the School unless in confidential meetings for that purpose.

### **Roles and Responsibilities – General**

All adults working with, or on behalf of, the boys have a responsibility to safeguard and actively promote the welfare of children. This includes responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the School.

There are key people within the School and in Jersey States who have specific responsibilities. The names of those carrying responsibilities for the current academic year are listed at the start of this document.

### **Roles and Responsibilities of the Governing Body**

Victoria College's Governing Body will ensure the following:

- The School has a Child Protection Policy and procedures in place, and the policy is made available to parents on the School website ([www.vcj.sch.je](http://www.vcj.sch.je)).
- The school operates safe recruitment practices, including appropriate use of references and checks on new staff and volunteers.
- There are procedures for dealing with allegations of abuse against members of staff, volunteers or other adults who are in contact with boys in the School.
- There is a member of the School's Senior Management Team who is designated to take lead responsibility for dealing with child protection (the "Designated Child Protection Officer").
- The Designated Child Protection Officer undertakes training in relation to various child protection issues and liaising with outside agencies.
- The Head Master, and all other staff who work with the boys, undertake appropriate training to standards agreed by the Jersey Education Department which is kept up-to-date by refresher training at three yearly intervals; and temporary staff and volunteers who work with the boys are made aware of the School's arrangements for child protection and their responsibilities. This training is co-ordinated and tracked by Mr Widdop. New staff joining the School will receive child protection training arranged by the Education Department (ED) as part of their induction programme.
- Any deficiencies or weaknesses brought to the attention of the Governing Body are addressed without delay and rectified.

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- The Chairman of Governors (or, in absence of the Chairman, the Vice Chairman) deals with any allegations of abuse made against the Head Master, in liaison with the Education Department.
- The School Child Protection Policy and its implementation will be reviewed annually by the Governing Body.
- There is an individual member of the Governing Body who supports and advocates issues to do with safeguarding children and child protection within the School. This governor will meet termly with the Designated Child Protection Officer.

### **Roles and Responsibilities of the Head Master**

The Head Master will ensure that:

- The School's policies and procedures for Safeguarding and Child Protection are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the Designated Child Protection Officer and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children through the Pastoral Support Committee.
- All staff and volunteers feel able to raise concerns about poor and unsafe practices in regard to children, and such concerns are addressed sensitively and effectively in a timely manner
- At the beginning of every academic the Headmaster will introduce and identify in public forum to all School staff the Designated Child Protection Officer and his or her Deputy

### **Role and Responsibilities of the Designated Child Protection Officer**

The Designated Child Protection Officer is the first point of contact for liaison with and the provision of information to the Jersey Authorities, to fulfil the duty of the Governing Body in this regard. The role of the Designated Child Protection Officer also includes:

- Provision of information to the Local Authority and associated matters – the Designated Child Protection Officer will.
- Will act as the first point of contact with Jersey Children Services.
- Will provide information to the relevant Jersey authorities on how the Governing Body discharges its duties regarding safeguarding and child protection.
- Liaise with the Governing Body and CYPES on any deficiencies brought to the attention of the Governing Body and how these should be rectified
- Obtain access to resources and attend relevant or refresher training courses at least every two years.
- Will be familiar with any updates to safeguarding and child protection procedures and ensure that staff are aware that these procedures which are available on the school staff area and from CYPES
- After liaising with the Headmaster the Designated Child Protection Officer will report to the appropriate safeguarding authority within one month of leaving the school any person whose services are no longer used because he or she is considered unsuitable to work with children.

**Referrals** – the Designated Child Protection Officer will:

- Inform Jersey Children Services of all cases of suspected or alleged abuse;
- Refer cases of suspected abuse or allegations to the relevant investigating agencies.

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- Liaise with the Head Master (where the role is not carried out by the Head Master) to inform him of any issues or on-going investigations and ensure that there is always cover for this role.
- Ensure that any pupil being interviewed by the relevant agencies has available a supportive member of staff or his or her own choice to accompany him, if this becomes necessary
- Keep detailed, accurate and secure written records of referrals or concerns;

**Training** – the Designated Child Protection Officer will:

- Recognise how to identify signs of abuse and when it is appropriate to make a referral.
- Have a working knowledge of how Jersey Children Services conduct a child protection case conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure that each member of staff has access to and understands the School's Child Protection Policy, especially new or part-time staff who may work with different educational establishments.
- Ensure that all staff have induction training covering child protection and are able to recognise and report any concerns immediately when they arise

**Raising Awareness** – the Designated Child Protection Officer will:

- Ensure that the School's Child Protection Policy is updated and reviewed annually, and work with the Governing Body regarding this.
- Ensure that parents can view a copy of the Child Protection Policy, and that they are alerted to the policy and the fact that referrals may be made.
- Where boys leave the establishment, ensure that relevant child protection information is forwarded to the new establishment as soon as possible and the Headmaster is informed. This information will be transferred separately from the main pupil file

**Records of concerns and complaints** – the Designated Child Protection Officer will:

- Maintain and monitor child protection records, including monitoring and acting upon individual and patterns of concerns or complaints
- Follow Jersey Safeguarding guidelines and procedures and other related local and national documents

**Role and Responsibilities of the Deputy Designated Child Protection Officer**

- A second senior member of staff will be similarly trained and appointed to deputise for the Designated Child Protection Officer in his or her absence.

**Role and Responsibilities of the Pastoral Support Committee:**

- The Designated Child Protection Officer and his or her Deputy are members of the School's Pastoral Support Committee.
- The Pastoral Support group (chaired by the Assistant Head Master Pastoral and also comprising the Housemasters, Inclusion Coordinator, ENCO and School Counsellor) will review or raise Child Protection or Safeguarding issues as part of its work.
- The Pastoral Support group will help to coordinate arrangements for the longer-term protection and support of each pupil who has made allegations of abuse, or is alleged to have suffered from abuse, taking his or her wishes into account.

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- The Pastoral Support group will make arrangements where feasible for any pupil who has been the subject of abuse to receive any necessary counselling and support by agreement with his or her parents where appropriate.
- The School will support any boy who is subject to a Child Protection Plan. The Pastoral Support group will ensure through a House Master and the Inclusion Co-ordinator that appropriate support and safeguards are in place together with a Care Plan.

#### **Role and Responsibilities of the House Masters:**

- House Masters will receive training in relation to Child Protection and working with different agencies.
- House Masters will have a key role in terms of safeguarding and child protection.
- House Masters will report all concerns immediately to the Designated Child Protection Officer.

#### **Role and Responsibilities of Senior Pupils:**

- Senior pupils who hold positions of responsibility over other pupils (e.g. School and House Prefects) will be briefed on appropriate action to take should they have concerns or receive any allegations of abuse.
- Peer Mentoring Training for boys in Year 11 and Year 12 will be delivered by the school counsellor supported by the School Inclusion Co-ordinator on a yearly basis.

#### **Records and Monitoring:**

- Well-kept records are essential to good child protection practice. All staff must be clear about the need to record or report concerns about a child or children within the School. The Designated Child Protection Officer is responsible for such records and for deciding at what point these records should be shared with, or transferred to other agencies or schools, in consultation with the Head Master.
- Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records. Normal records have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.
- Child protection records are stored securely, with access confined to specific staff, i.e. the Designated Child Protection Officer, the Deputy Designated Child Protection Officer and the Head Master.
- Child protection records are viewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about individuals and ensuring these are acted upon.
- The recording of and storing of information also follows the guidelines outlined in the Education Department Child Protection policy located on [www.gov.je](http://www.gov.je)
- The sharing of confidential information also follows the guidelines outlined in the Education Department Child Protection policy located on [www.gov.je](http://www.gov.je)
- Issues related to Parental Responsibility (PR) once again VCJ will follow guidelines outlined in the Education Department Child Protection policy located on [www.gov.je](http://www.gov.je)
- In terms of attendance and children missing from school.

#### **Transfer**

When boys move from one school to another, their records are transferred.

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If there is child protection material, this is transferred separately and direct to the relevant member of staff in the receiving school, with any necessary discussion or explanation. A record is kept of the date of such transfer of sensitive files and of the person to whom they are transferred.

### **Vulnerable Children – Supporting Pupils at Risk**

Victoria College recognises that boys who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such boys, Victoria College may be one of the few stable, secure and predictable components of their lives. Other boys may be vulnerable because, for instance, they are experiencing some form of neglect. We shall seek to provide such boys with the necessary support and to build their self-esteem and confidence.

In all cases Victoria College will abide by the Education Department Child Protection policy ([www.gov.je](http://www.gov.je)) and ensure vulnerable children are supported such as:

- Children with disabilities
- Children living with domestic violence
- Young Carers
- Child Sexual Exploitation
- Privately fostered children
- Trafficked Children
- Children at risk of forced marriage

### **Support for Staff**

Staff as part of their duty to safeguard and promote the welfare of children and young people may hear information, either from the boy as part of a disclosure or from another adult that will be emotionally upsetting.

Where a member of staff is emotionally disturbed as a result of dealing with a child protection concern, he or she must speak in the first instance to the Designated Child Protection Officer about the support he or she requires.

The Designated Child Protection Officer will seek to arrange support for the member of staff. Alternatively, the Designated Child Protection Officer can refer the member of staff to Victim Support, a national charity which helps people affected by crime and which provides free and confidential support. Their telephone support line is 0845 30 30 900.

### **Complaints or Concerns Expressed by Pupils**

Victoria College recognises that listening to children and young people is an essential part of safeguarding them against abuse and neglect. Therefore any expression of dissatisfaction or disquiet in relation to an individual boy will be listened to and acted upon in order to safeguard his welfare.

We will also seek to ensure that the individual boy who makes the complaint is informed not only about the action the School will take but also the length of time that will be required to resolve the complaint. The School will also endeavour to keep the boy regularly informed as to the progress of his complaint.

### **Recruitment and Selection of Staff**

Victoria College and the CYPES operate a Safer Recruitment Policy, and are committed to safeguarding and promoting the welfare of children and young people. The policy provides recruitment and selection best practice and other human resources processes to enable the

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recruitment of candidates who have the skills, knowledge and aptitudes to work, whether paid or unpaid, in the Department's services, but helps to deter, reject or identify people who are unsuitable. It sets out all the steps in the process and describes the vetting and pre-employment checks required.

The School's recruitment process conforms to CYPES guidance which follows the principles outlined in "*Safeguarding Children and Safer Recruitment in Education*" (January 2007, updated 2014) and to Standard 4 of the Independent School Standards Regulations, which require that suitability of the proprietor and staff at the School should be subject to enhanced Disclosure and Barring Services ("DBS") disclosure checks; checks to confirm their identity, medical fitness, previous employment history and professional qualifications; and that both professional and character references be sought and confirmed.

Victoria College will also follow guidelines outlined by DfE in relation to the use / recruitment of volunteers. Further advice in relation to Child Protection and Recruitment can be obtained from the Education Department and Human Resources (01534 449432) and / or the Business Support Team (BST). The 'Safeguarding Children & Safer Recruitment in CYPES Policy' 2014 is also located on [www.gov.je](http://www.gov.je). Hard copies of these policies with relevant appendices are also kept in MDG's and GH's offices.

VCJ will also follow the above DfE policy in relation to conducting relevant checks on staff employed by another organisation and working with pupils. In the majority of cases volunteers would come under the classification of 'supervised' in relation to DfE policy.

If the School is asked to provide references for a member of staff about whom there have been concerns about child protection or inappropriate conduct, then advice will be sought from CYPES. Gaps in an applicant's employment history will be followed up also, if the applicant's last school is not given as a point of reference.

The School will follow the safer recruitment guidance given by CYPES and relevant procedures.

Appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on the school or any other site.

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## **APPENDICES**

### **APPENDIX A**

#### **CHILD PROTECTION GUIDELINES BRIEFING SHEET**

While working in this school you have a duty of care towards the children and young people here. This means that at all times you should act in a way that is consistent with their safety and welfare.

**If at any time you have a concern that a child or young person may be at risk of abuse or neglect it is your responsibility to share that concern with the designated teacher for child protection.**

The Designated teacher for child protection is **Mr Patrick Crossley**  
The E-Safety Officer is **Mr Patrick Crossley**

This is not an exhaustive list but you may become concerned as a result of:

- Observing a physical injury, which you think may have been non-accidental
- Observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for
- Observing behaviour that leads you to be concerned about a child or young person
- A child or young person telling you that they have been subjected to some form of abuse.

**In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account and give it to the designated teacher. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.**

If a child talks to you about abuse, you should follow these guidelines:

- Rather than directly questioning the child, just listen and be supportive.
- Never stop a child who is freely recalling events, but don't push the child to tell you more than they wish.
- Make it clear that you may need to pass on information to staff in other agencies that may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect.
- Write an account of the conversation immediately, as described above and give this to the designated teacher who should contact Children's Service if appropriate.

**The Department for Education Child Protection Policy can be found within the Education Safeguarding section of [www.gov.je](http://www.gov.je).**

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## APPENDIX B

### Further guidance on Victoria College's reporting arrangements for staff in relation to Child Protection issues:

#### What to do if you think a child is being abused

##### Guidance for Staff

All members of staff should be aware of the steps to be taken should information come to light of the possibility of physical, sexual or other forms of abuse of any boy, whether by an adult or by another pupil.

##### The following guidelines should be followed:

- Always stop and listen immediately to anyone who seems to wish to tell you about incidents or suspicions of abuse.
- If possible, write brief notes of what you are told on the spot. These may help later, if you have to remember exactly what was said. Keep your *original* notes, however rough and ready they may have been – and even if you write them up more fully later.
- If you do not have the means to write at the time, make notes of what was said as soon as possible afterwards. You should also record your own responses to what the boy has said, as accurately as possible, being careful to avoid making interpretations or assumptions about the meaning. Sign with details of date, time and place.
- Do not give a guarantee that you will keep what was said confidential. If you are told about abuse, you have a responsibility to tell the appropriate people to get something done about it. If asked, explain that if you are about to be told something that needs to be sorted out, you will have to inform those who can do so, but that you will tell only those who absolutely 'need to know'. Reassure your informant that what has been said will be taken very seriously, that he (or she) has done the right thing by telling somebody and that he (or she) is not in any trouble.
- Do not ask leading questions – just ask '*what do you want to tell me?*' or '*is there anything else you want to say?*'
- If the boy says he has physical injuries, do not attempt to examine the boy yourself.
- Immediately tell the Designated Child Protection Officer (MDG) and through him the Head Master or the Deputy Child Protection Officer (GH) if the Head is not available. If for some reason it is not appropriate to tell one of these people, make sure that the others know, or go to the Child Protection Governor.
- Do not tell other adults or boys what you have been told.
- Discuss with the Designated Child Protection Officer whether any steps need to be taken to protect the victim and the informant (if different).
- Never attempt to carry out your own investigation of suspected or alleged abuse by questioning the boy yourself or by interviewing others. This is the responsibility of trained Social Service and police staff. You could cause more damage and undermine possible criminal proceedings.
- The Designated Child Protection Officer will consider in consultation with the Head Master what further steps to take. If the allegation or suspicion indicates that a child may be suffering, or is likely to suffer, significant harm, the Designated Child Protection Officer will refer the matter to the Children Services either himself or through the Head Master. The requests of Children Services must then be followed – they have a statutory duty to set up any necessary investigations.

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- We all have a duty to safeguard the welfare of our pupils. If you report an allegation or suspicion of abuse in accordance with this procedure and honestly believe that your report has not been acted on appropriately, you may inform the Head Master, Chairman of Governors or the Child Protection Governor under the terms of the School's grievance procedure, or inform the Jersey Children Services.
- Allegations of abuse by any member of School staff or by a pupil, towards a pupil or child, or of behaviour which might harm a child or raises questions of suitability for working with children, should be referred in accordance with the policy at Appendix D.
- If you are worried about a possible Child Protection issue but are not sure what to do, discuss it with the Child Protection Officer (MDG). Never assume that abuse is impossible in the School, or that an accusation against someone you know well is bound to be wrong. The full Child Protection Policy is available via the Head Master's Office or is available from the Child Protection Officer (MDG). The policy is also contained in the Staff Handbook.
- If you discover indecent images of children on a computer the following procedure should be followed:
  - **Lock the computer screen by pressing CTRL+ALT+DEL, or WINDOWS + L.**
  - **Do not print, copy, or email the content.**
  - **Do not look at any other content on the computer.**
  - **Isolate the room where the PC is located. Lock a classroom if appropriate.**
  - **Inform either the Headmaster, Deputy Headmaster or Child Protection Officer (MDG).**

If you feel that your concerns are not being listened to, you can go straight to Jersey Children Services. The contact details are published on the first page of the Child Protection Policy.

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## APPENDIX C

### **Guidance for Staff re Forms of Abuse**

There are four main forms of abuse, although there are variations within these:

#### **Physical Abuse**

This involves deliberate harm to children. It includes hitting, shaking, throwing, squeezing, burning and biting, as well as giving children alcohol, inappropriate drugs or poisonous substances. It also includes attempted suffocation or drowning and fabricating symptoms of an illness.

Reasonable restraint to prevent a child from themselves, another person, or from causing damage to property is not deemed to be abuse.

#### **Sexual Abuse**

This involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening and involves the use of children by adults – both male and female – to meet their own sexual needs. This could include direct sexual activity, penetrative or non-penetrative acts, masturbation, taking indecent photographs or videos, or showing children pornographic material or encouraging them to behave in sexually inappropriate ways.

#### **Neglect**

This involves failure to meet the child's physical and/or psychological needs and is likely to result in serious impairment of the child's health or development. It may involve a failure to provide food, warmth, clothing, love, affection, attention and recognition, or a failure to protect a child from physical harm or danger, or a failure to ensure access to appropriate medical care and treatment.

#### **Emotional Abuse**

This involves the persistent emotional ill treatment of a child such as to cause a severe and adverse effect on the child's emotional development. As well as persistent lack of love and attention, this includes constant criticism, threats, taunting, words and action that demean the child.

Within the context of the School, it may include persistent denigration of a boy's work or ability. It may involve conveying to a child that he is worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may involve causing a child to feel frightened or in danger, or the exploitation or corruption of children. There is some level of emotional abuse in all types of child abuse, but it can also occur alone.

#### **Bullying**

Bullying is another type of behaviour, which is always unacceptable and could in certain circumstances be regarded as a form of abuse. Bullying is deliberate, hurtful behaviour, usually repeated over a period of time where it is difficult for an individual being bullied to defend him or herself. Bullying can be verbal, written and/or physical.

'**Banter**' is bullying. If students are repeatedly 'joking' with an individual, who is not included in the joke, it is bullying. Our school does not tolerate the 'banter' excuse.

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It may involve online-**bullying**, which is an aggressive, intentional act carried out by an individual or a group using electronic forms of contact against a victim who cannot easily defend him or herself.

Refer to VCJ Anti Bullying and E-Safety policies for further details.

### **Recognition of Abuse**

It is recognised that some members of Victoria College's staff will have more limited contact with children at work and consequently may not be in a position to recognise abuse.

Child abuse can and does occur within a child's family and in institutional and community settings. Victoria College acknowledges that some individuals seek to use voluntary and community organisations to gain access to children. It is therefore necessary to have an open mind when the possibility arises that a member staff is suspected of abuse or inappropriate activity.

### **Indicators of Abuse**

It is important to note that these lists are possible indicators of abuse. Many of these signs could have other explanations.

Some of the signs are the same, so there will be duplications in the lists. Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. The possibility of abuse should be investigated if a child shows one or more of these symptoms, or any one of them to a marked degree.

### **Signs of Physical Abuse**

Unexplained injuries or burns, particularly if they are recurrent; improbable excuses given to explain injuries; refusal to discuss injuries; untreated injuries; admission of punishment which appears excessive; fear of parents being contacted; bald patches; withdrawal from physical contact; arms and legs kept covered in warm weather; fear of returning home; fear of medical help; self-destructive tendencies; aggression towards others; running away.

### **Signs of Emotional Abuse**

Physical, mental and emotional developmental lags; admission to punishment which appears excessive; over-reaction to mistakes; continual self-deprecation; sudden speech disorders; fear of new situations; inappropriate emotional responses to painful situations; neurotic behaviour (e.g. rocking, hair twisting, thumb sucking); self-mutilation or self-harm; fear of parents being contacted; extremes of passivity or aggression; substance or alcohol abuse; running away or truancy; compulsive stealing or scavenging.

### **Signs of Sexual Abuse**

Sudden changes in behaviour and school performance; displays of affection in a sexualised manner inappropriate to age; tendency to cling or need constant reassurance; tendency to cry easily; regression to younger behaviour (e.g. thumb sucking, acting like a baby, playing with discarded toys); complaints of genital itching or pain; distrust of a familiar adult, or anxiety about being left with adults; unexplained gifts or money; depression and withdrawal; apparent secrecy; wetting, day or night; sleep disturbances or nightmares; chronic illnesses, especially throat infections and STIs; anorexia or bulimia; self-mutilation, attempted suicide, frequently running away; fear of undressing for any form of sporting or recreational activity; phobias or panic attacks.

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Not all sexually abused children will exhibit clear signs of disturbance. Some will be model pupils, displaying none of the characteristic indicators of sexual abuse.

### **Signs of Neglect**

Constant hunger; poor personal hygiene; constant tiredness; poor state of clothing and dress; emaciation; untreated medical problems; destructive tendencies; low self-esteem; neurotic behaviour (e.g. rocking, hair twisting, thumb sucking); no social relationships; running away or truancy; compulsive stealing or scavenging.

### **Signs of Bullying**

Fearfulness; low self-esteem; not associating with others; self-harm; reluctance to participate in certain activities.

### **Disclosure**

It is important to be aware that a child may not disclose that he or she is being abused, for some of the following reasons:

- fear;
- threats, fear of punishment, guilt or shame;
- lack of vocabulary;
- not understanding that an action against them is abuse;
- lack of trust;
- fear about the implications of telling (e.g. family break-up); and
- abuse considered to be “normal” behaviour.

And that adults may not realise that they are being told about abuse because:

- they believe it is not possible;
- they may not understand if the communication is non-verbal;
- they may not be receptive to disclosure; and
- they may assume the child is imagining things or lying.

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## APPENDIX D

### Professional guidelines for teachers and staff at Victoria College

These guidelines are part of our Child Protection Policy but also exist for the protection of teachers and staff against false or malicious accusations, or accusations which may result from misunderstandings. They are neither prescriptive nor exhaustive.

Teachers and staff are expected always to behave in accordance with what the recognised standards of our profession, in accordance with the law and to observe the common sense boundaries between teacher and pupil, many of which are implicit in Existing Customs and in the Staff Handbook.

The following matters will be discussed regularly between members of staff in an open manner, for example between House Masters and Tutors, during staff induction and during INSET. Transparency and consistently professional behaviour are the best safeguards for both boys and adults.

These guidelines do not preclude the development of friendly and productive relationships within the School community.

#### Physical contact

Victoria College does not have a “no touching” rule. A House Master may pat a successful sportsman on the back; a teacher may guide an unruly pupil to the back of a meal queue. However, there must be no unnecessary physical contact.

Teachers must be wary of any form of physical contact, which could be misinterpreted, especially in “one to one” situations or circumstances in which a pupil might have a cultural aversion to being touched.

A teacher must never touch a pupil below the waist, unless there is a very good reason (such as attending to a manifest injury). If touching a pupil is deemed necessary (for example, administering First Aid), it is good practice to ask permission first and/or to make sure that there is another person present.

No teacher may strike, manhandle or intimidate a pupil.

#### Use of Physical Restraint

The School follows CYPES guidance in relation to physical intervention which can be located on [www.gov.je](http://www.gov.je) and good practice as established in the UK laid out in ‘*Use of Reasonable Force*’ A Guide for Head Teachers, Staff and Governing Bodies, 2012.

A boy must only physically be restrained to prevent danger to himself or others or very serious damage to property. Only reasonable and non-injurious means may be used and only for the minimum time necessary. Adult assistance must be called at the earliest opportunity.

The incident must be reported to the Assistant Headmaster immediately, who will maintain a log of such incidents and review them regularly.

#### Language

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Teachers must not swear, ridicule, verbally abuse pupils, gossip, discuss third parties or engage in salacious conversation. Such conduct leads to misunderstandings or causes confusion in roles with undesirable consequences. In general, adults ought to refrain from using a boy's nickname.

### **Searching**

The School follows CYPES policies and good practice outlined in the UK by DFE guidance relating to searching from 'Screening, Searching & Confiscation Force' a guide for Head Teachers, Staff and Governing Bodies, 2012.

Teachers must not physically search a boy, although there may be circumstances in which it is appropriate to ask a boy to show you what is in his pockets. Teachers may in accordance with the provisions of the Education Act 2011 confiscate inappropriate items from pupils but their action must be reasonable and proportionate. Confiscated items must be sent to the school office or if appropriate the House Master.

### **When and where to meet pupils**

Victoria College does not have prescriptive rules forbidding teachers from meeting pupils on an individual basis, for example in classrooms or Houses. However, teachers must exercise common sense and not arrange appointments in out of the way places, at inappropriate times or when other adults or pupils are not likely to be around.

### **Alcohol**

Staff should not provide pupils with alcohol or allow students to consume alcohol on school premises or on school trips.

### **Social events**

Any invitation to a social event by a student must be related to an appropriate School activity and approved by an appropriate senior manager and/or House Master. If during the holidays, parents must also be consulted. Invitations must never be to one boy alone, regardless of age.

It is not acceptable to invite a boy (or boys) to what is otherwise a private, adult social gathering, nor is it acceptable for teachers to attend parties organised exclusively by boys at home in the holidays. Teachers must not accept breaches of School and CYPES guidelines in relation to proper conduct or good taste at any form of School social gathering or activity.

### **Communications**

It is acceptable for teachers and pupils to communicate when necessary on School matters by Email, internal post, text and telephone (land-line or mobile), but such communications must be:

- restricted to what is necessary on School business;
- appropriate;
- professional;
- take heed of the same guidelines offered (above) with regard to language; and
- only consist of form and content, which a parent or House Master would regard as acceptable.

Teachers must not have current pupils as "Friends" on their social networking sites, nor should they agree to be "Friends" on pupils' social networking sites. Social networking sites are **not** an appropriate way of teachers communicating with pupils or vice versa.

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**Sanctions**

Sanctions must be objective, consistent and fair. They must never be excessive and must conform to the School Behaviour Policy as outlined in the school behaviour policy in the Staff Handbook.

**Bullying and psychological abuse**

A teacher must not bully or psychologically abuse a pupil. Teachers should be aware that it is sometimes possible to do these things inadvertently through use of sarcasm, banter, excessive criticism, referring to a pupil's personal characteristics, making a pupil the object of jokes or by the use of nicknames, the hurtful significance of which the teacher may be unaware. Teachers must not behave in a way that is physically intimidating nor engage in classroom behaviour such as throwing objects of any sort around, which could be misconstrued as assault or accidentally result in injury.

**Inappropriate behaviour by a pupil**

A teacher who thinks that he or she is the object of inappropriate personal attention or remarks from a pupil, in the first instance must discuss this openly and immediately with their Head of Department, House Master or a member of the Senior Management Team, according to the context.

**Gifts and Hospitality**

In line with UK good practice all members of staff should retain a record of payments, gifts or hospitality (given or received) with a value of over **£100**, which shall be subject to audit and/or managerial review. The record should include: details of the donor's name, date of receipt, brief description of the payment, gift or hospitality and value or estimated value and any information that may give rise to a suspicion (after the event) that it might have been intended to obtain an advantage.

Gifts or payments with a value exceeding **£250** should usually be politely declined. However, if doing so, could cause significant embarrassment or be regarded as contrary to the best interests of the School (or other Foundation entity), the Headmaster should be consulted and, if it is deemed reasonable and appropriate to accept the gift or payment, the justification and other details will be recorded in a central register of gifts and hospitality.

The offer of hospitality with a value which can reasonably be assumed to exceed **£250** should be discussed with the Headmaster prior to responding. The acceptance of such a level of hospitality would need to demonstrate a clear benefit to the School (or other Foundation entity) and will be recorded, together with the justification, in the central register of gifts and hospitality.

**Criminal Offences against pupils**

Physical assault and indecent assault of pupils are criminal offences. Teachers and other members of staff must be aware that recent legislation also makes the following into criminal offences:

- “grooming”; or
- having any form of sexual relationship with a pupil, regardless of age, to whom the teacher owes a duty of care and in relation to whom the member of staff is in a position of trust; or

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- possessing, downloading or transmitting obscene images of children.

Allegations of criminal acts by a member of School staff against a pupil, and any conduct which might lead to children being harmed or which may raise questions about the suitability of the member of staff for working with children, must be reported immediately and confidentially to the Head Master; if you are uncertain, discuss the matter confidentially with the Child Protection Officer (MDG).

**More general guidance for staff to ensure their actions do not place themselves or pupils at risk of harm or allegations:**

- Meetings with students should take place in open rooms and doors which have windows. Try and inform another member of staff if you are meeting with a student individually.
- Meetings should take place in normal school hours if this is not possible a senior member of staff needs to be informed and a clear reason needs to be provided.
- When meeting with parents try and ensure another member of staff is present to help prevent any allegations regarding comments made during a meeting.
- Avoid making friends with pupils on social media sites which are not directly related to school. Please refer to the school E-Safety policy for further details.
- Avoid providing students or parents with your own personal phone numbers or email addresses unless in exceptional circumstances such as a school trip where parents / students need to be contacted in an emergency.
- Do not arrange to meet students outside of school on an individual basis unless the meeting is directly related to the school and parents and a senior member of staff have been informed.
- If you become aware of allegations made against you which are related to Child Protection you must seek advice from the designated Child Protection Officer or Headmaster.
- Do not become over familiar / friendly with students and always maintain a professional relationship with students.

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## APPENDIX E

### **Process for dealing with allegations against staff (including the Head Master), volunteers and others (including pupils), who are in contact with boys in the School**

References to staff in this process include all staff employed at Victoria College School, part-time staff, contractors, volunteers and peripatetic staff).

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working or who is in contact with boys has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates she or he is unsuitable to work with children

#### **Procedure for Individual members of Staff/Volunteers/Other Adults:**

- Write a dated and timed note of what has been disclosed or noticed, said or done.
- Report immediately the information to the Designated Child Protection Officer or in his absence the Deputy Child Protection Officer.
- Pass on the written record.
- If the suspicion or allegation of abuse is against the Designated Child Protection Officer, the information must be taken to the Head Master.
- The Chairman of Governors deals with allegations of abuse made against the Head Master, in liaison with Jersey Children Services.

#### **Procedure for the Head Master**

- If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- Notify the Chairman of Governors on the same day.
- The Head Master may be asked to clarify details or circumstances of the allegation, but this must not amount to an investigation.
- Copies of the documents concerning the allegation must be sent to Jersey Children Services on the same day.
- On-going involvement in cases: liaison with Jersey Children Services and co-operation with the investigating agencies as appropriate; consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

#### **Chairman of Governors (only relevant in case of an allegation against the Head Master)**

- If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- Notify Jersey Children Services.
- The Chairman of Governors may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- Copies of the documents concerning the allegation must be sent to Jersey Children Services on the same day.
- On-going involvement: liaison with Jersey Children Services and co-operation with the enquiries of investigating agencies as appropriate; consideration of employment

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issues and possible disciplinary action where the investigating agencies take no further action.

### **Initial Action**

In the process of liaison and in consultation with a representative from Children Services about any case relating to a member of staff, the Head Master (or Chairman of Governors as appropriate) will:

- share what information is available, both from the source of the allegation and also from the Personnel files
- identify what other information might be needed
- consider whether the alleged perpetrator should continue working or remain in contact with the boys
- consider whether suspension is appropriate advice to the School on this aspect
- decide what information and/or advice is to be given to the Head Master (or Nominated Governor, if the allegation is about the Head Master), including whether the member of staff should be informed of the allegation at this stage; and
- decide what action is needed, and who needs to be involved and informed (including the DBS and/or Teaching Agency)

### **Strategy Meeting**

If the parties involved in these discussions consider it necessary, a Strategy Meeting is arranged, usually by Children Services, which will involve representatives from the Local Authority Designated Officer, the Police and the School (e.g. the Head Master, Designated Child Protection Officer or Chairman of Governors if the allegation is about the Head Master).

### **From the above discussions, there are three possible courses of action:**

- It may be the subject of a police and/or joint police and Social Services investigation and possible action through the courts; or
- It may be the subject of a disciplinary investigation; or
- The matter may be remitted to the School to be dealt with.

If Children Services and the police decide to take no action, the School will still need to consider further investigation. If there is a case to answer, a disciplinary hearing will be called, which could lead to dismissal.

### **Case subject to police investigation**

If the initial action discussions and/or strategy meeting conclude that a Police or Police/Children Services Investigation is required, the School expects that the police will:

- Consider whether to take legal action and obtain further evidence in order to charge the person with an offence without delay;
- Seek further legal guidance if the person has not been charged, to consider whether to proceed with the investigation or refer the case back to the employer. Where possible a review date should be set no later than 4 weeks after the initial action meeting, with subsequent reviews at least every 4 weeks.
- If the decision is not to prosecute or caution the individual, the Police will pass all relevant and appropriate information they have to the Jersey children Services, if practicable, usually within 3 working days. Sections 9 and 10 below then apply.

### **If the case comes to trial**

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The Jersey Prosecution Service is responsible for the timescale. However, CYPES expects that:

- If the person is charged with an offence, the case will be scheduled to be heard as soon as possible.
- Immediately after a trial the police will provide a report to the Education Services and in the case of an acquittal will provide all relevant information they have. CYPES action may require the formulation of a Casework Monitoring Group, which will then:
  - Share what information is available from the Police
  - Identify what other information might be needed
  - Come to a view on what advice should be given to the School regarding a course of action
  - Consider again whether the alleged perpetrator should be in post
  - Pass the case to the Personnel Officer
- The Personnel Officer will discuss the information with the Head Master (or the Chairman of Governors, if the information is about the Head Master) to help decide whether a further investigation is needed and a disciplinary hearing, usually within 3 working days.

### **Disciplinary investigation**

Where a disciplinary investigation is required the investigation should be conducted by a Disciplinary Panel, which will include two representatives of the Governing Body, including Nominated Governor, the Head Master (unless he is the subject of the allegation) and a representative of Personnel.

The panel should aim to provide a report normally within 10 working days. If there is a case to answer, a disciplinary hearing should be held normally within a further 15 days. Thereafter, the disciplinary procedure will commence at the appropriate level. Compromise agreements must not be used in such cases. Where the matter is remitted to the School to resolve appropriate action, it is expected that initial action will be taken as soon as is practicable.

### **Allegations against pupils**

A boy against whom an allegation has been made may be suspended from the School during the investigation. The School's policy on behaviour, discipline and sanctions will apply.

The School will take advice from CYPES and if appropriate Children Services on the investigation of such allegations and will take appropriate action to ensure the safety and welfare of all pupils involved, including the boy or boys accused of abuse.

If it is necessary for a boy to be interviewed by the Police or other authorities in relation to allegations of abuse, the School will ensure that, subject to the advice of Children Services, the parents are informed as soon as possible and that the boy is supported during the interview by an appropriate adult.

### **General Monitoring**

Allegations against staff and volunteers will be monitored by the Head Master (or the Chairman of Governors, if it involves the Head Master).

### **Records**

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All records and documents about individual allegations against staff must be kept securely by the Head Master (or the Nominated Governor, if it involves the Head Master), separate from normal staff and boy records, and with access limited to officers who may be key workers for cases.

### **Transfer of records**

Where there have been concerns about a member of staff and he or she leaves the School to work elsewhere, the Head Master (or the Nominated Governor if it involves the Head Master) will consider the question of passing the concerns to the new employer or authority.

### **Reporting to CYPES and the Independent Safeguarding Authority**

The School must report to the Disclosure and Barring Service (DBS) within one month any person whose services are no longer used because he or she was considered unsuitable to work with children.

For each allegation, the relevant DBS form must be completed and submitted to the DBS at the end of the academic year (anonymised data).

### **Abuse of Trust**

Abuse of trust: the UK Sexual Offences Act 2003, which makes it an offence for a person over 18 to have a sexual relationship with a child under 18 where the person is in a position of trust (e.g. teacher), even if the relationship is consensual. VCJ follows good practice as outlined by Jersey States, ED and the Police.

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## APPENDIX F

### Confidentiality and Information Sharing

Teachers must treat information and data about pupils as being privileged, only to be discussed between relevant professionals and for professional reasons. Information about pupils cannot be disclosed to third parties outside the School other than in necessary and appropriate cases such as Safeguarding cases or UCAS references. At the same time it must be recognised that sharing information appropriately among members of staff at Victoria College which may include Teachers, House Masters, Tutors, Senior Management, School Counsellor, is a vital part of caring for the welfare of the boys.

A pupil may have the right to expect certain types of information to remain confidential, even from his parents. However, pupils should be encouraged to consent to the sharing of such information among those who need to know in order to ensure their well-being.

A duty of confidentiality arises where a teacher receives information in the course of his or her job, the person disclosing the information believes that it will be kept confidential and the belief is reasonable. However, confidential information may be disclosed to, or shared with, those who “need to know” when it is in accordance with the public interest to do so, when it is necessary for the protection of a pupil, on receipt of a court order, or with consent.

Therefore, if a member of staff is told something or knows something which leads him or her to believe that a pupil has been, is or may be in the future, a victim of abuse, significant harm or is in some other way in danger, he or she has a responsibility to tell the appropriate people to get something done about it. He or she must not give a guarantee of confidentiality. If a pupil asks a member of staff to keep something confidential, he or she should explain that, if the pupil is about to say something that needs to be sorted out, he or she will have to tell those who can do so. Only those who absolutely ‘need to know’ will be told. Reassure the informant that what he has said will be taken seriously and that he has done the right thing by telling somebody and that he is not in trouble himself.

Teachers should be aware that in cases where the public interest overrides confidentiality, such as Child Protection, and School authorities do not to appear to have responded to information passed on in good faith, the Jersey Children Services or other appropriate outside agency should be informed.

In general, information will be treated as confidential, only discussed or shared among professionals at Victoria College on a “need to know” basis and certainly not passed on to anybody outside Victoria College (including other parents) without good reason and parents’ explicit consent. There are occasions when complete confidentiality cannot be guaranteed and Senior Staff have a duty of care to pass on to an appropriate person or agency any information they are given, which suggests that a boy could be the object of any form of abuse, in danger or a danger to others. This includes where the law requires us to refer a child protection matter to the Children and Family Services or a matter of public interest to the Police.

The School will normally share all relevant information with the parents of a boy who is having academic, disciplinary or personal difficulties. However, House Masters and parents must realise that a boy has many rights of his own to confidentiality. It may be, therefore, that boys have control over the confidentiality of certain medical or personal matters.

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## APPENDIX G

### Every Child Matters

Although Victoria College recognises that the outcomes for *Every Child Matters* are no longer the basis for inspection, every pupil within this inclusive school has an entitlement to fulfil his optimum potential and to have any additional needs met. This is achieved by ensuring the well-being of all pupils in relation to: being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving social and economic well-being.

These outcomes are embraced in every aspect of life at Victoria College: personalised teaching and learning approaches; access to IT across the curriculum; flexible learning pathways; support for emotional well-being; flexible timetables; assessment for learning which engages pupils in having a say about their progress and additional provision; and partnership with parents, other schools and, where necessary, practitioners from health, education, counselling and social services.

**Examples of how Victoria College sets out to achieve the five *Every Child Matters* outcomes:**

#### Being Healthy:

- A wide programme of sports and physical activities available
- Choice and a balanced diet available in the Bistro
- A Health Education Policy and programme
- A wide range of adults available to give pastoral care including a School Counsellor.

#### Staying Safe:

- School Health and Safety Policy
- Child Protection Policy
- Anti-bullying Policy
- Trips Policy
- First Aid Policy and cover for sports activities
- Fire Safety
- Alcohol Policy
- Drugs Policy

#### Enjoying and Achieving:

- Curriculum Policy
- Teaching Policy
- Provision of excellent teachers and learning facilities
- Diversity of learning programmes both academic and non-academic
- Diverse intellectual stimulation: clubs, societies, music, drama.
- Provision for Special Education Needs and Gifted and Gifted & Talented
- Disabled Access Policy
- Discipline Policy

#### Making a Positive Contribution:

Community Service Unit

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- Combined Cadet Force
- Duke of Edinburgh Award Scheme
- School Council
- Positions of responsibility and management within Houses and in clubs and societies
- Peer Mentoring

**Achieving Economic and Social Well-being:**

- Development of literacy, numeracy and IT skills through The Curriculum
- Development of leadership skills through training and through responsibility
- Careers and UCAS advice leading to Higher Education
- Work Experience
- Team skills and co-operation learned through Sport, Drama, Music and the boarding experience

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## APPENDIX H

### **Radicalisation**

Definition. Paragraph 7 of the Prevent Duty (UK Government advice for schools) defines extremism as: 'vocal 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.' As a result of the Counter –Terrorism and Security Act 2015, specified authorities (including schools) in the UK have a duty to have 'due regard to the need to prevent people from being drawn into terrorism.' This duty includes technical monitoring for signs of radicalisation.

Does this affect Jersey? Extremist groups aim to target young people who are perhaps lonely, disenfranchised and want to feel part of a community. This can happen to any child of any background, in any geographical location who is using the internet, and Jersey is not immune.

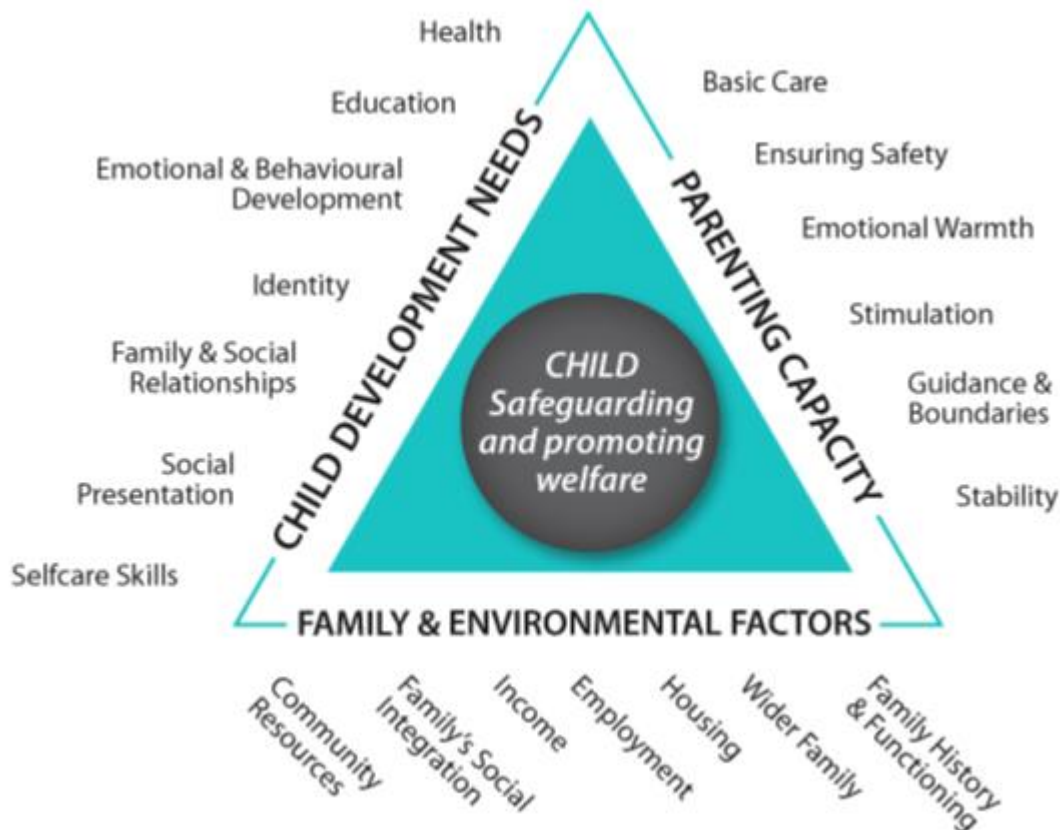
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## APPENDIX I

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

Where possible this should be completed in consultation and partnership with the parent, carer and/or young person according to their capacity.



School/college professionals recognise the fundamental role they play in safeguarding pupils and will ensure that a representative attends all multi-agency meetings – Initial and Review Child Protection Conferences and Core Group meetings.

As soon as concerns are identified or raised about a pupil, school/college staff should inform their Designated Safeguarding Lead. In the event they are unavailable, the Head teacher must be informed.

Designated Safeguarding Leads can seek support or guidance from the MASH Decision-maker, who is a Senior Practitioner, or the ED Designated Safeguarding Officer when they require further guidance relating to safeguarding practice or the safeguarding of pupils. This is particularly relevant when there are complex circumstances and/or ambiguity around informing parents of a MASH Enquiry.

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The Designated Safeguarding Lead will make the MASH Enquiry; in their absence the Head teacher or deputy will complete the enquiry in partnership with the reporting adult in order that an accurate account and information can be recorded

**Additional Note**

In all cases where doubt emerges the DSL at VCJ will refer to Education Department policies located on [www.gov.je](http://www.gov.je) covering issues which include the following:

- The sharing of confidential information also follows the guidelines outlined in the Education Department Child Protection policy located on [www.gov.je](http://www.gov.je)
- Issues related to Parental Responsibility (PR) once again VCJ will follow guidelines outlined in the Education Department Child Protection policy located on [www.gov.je](http://www.gov.je)
- In terms of attendance and children missing from school the VCJ attendance policy will be followed and further guidelines from the Education Department Child Protection Policy will be followed located on [www.gov.je](http://www.gov.je)

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