Policy	Safeguarding and Child Protection		
Reviewer	Anthony Griffin - Assistant Head Pastoral and Designated Safeguarding Lead Patrick Crossley - Deputy Head and Deputy Designated Safeguarding Lead		
Reviewed	Autumn Term 2021	Next review	Autumn Term 2022

Policy Overview

This policy is addressed to all members of staff and volunteers of Victoria College, and applies wherever staff or volunteers are working with students whether on or off site, including for example on educational and sporting trips. This policy is available to all parents, prospective parents, guardians, carers and to adults working at or on behalf of Victoria College, volunteers, contractors and the wider public on the College website within the "For Parents" section: www.victoriacollege.je.

This policy is informed by Part One of Children, Young People, Education and Skills' (CYPES) Keeping Children Safe in Education (May 2021). The procedures contained in this policy are reviewed on at least an annual basis by senior staff and College Governors, and are consistent with those issued by CYPES.

Relevant Government of Jersey (GoJ) and CYPES documentation:

Keeping Children Safe in Education (Jersey)
Online Safety Policy
Police Involvement in Schools
Self-Harm Guide for Schools
Sex and Relationships Policy
Dealing with Allegations Against Staff and Volunteers
Please note that CYPES policies are regularly updated and changed in all cases for the latest CYPES policies please refer to www.gov.je

This policy is set out in the following format;

- Guiding Principles & Commitments of Victoria College
- Key Contacts
- Roles & Responsibilities
- Procedures for staff to follow
- Types and signs of abuse
- Peer-on-peer abuse
- Radicalisation
- Site Security
- Appendices

Victoria College is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Key Guiding Principles

"Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. To fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, always, what is in the best interests of the child."

Keeping Children Safe in Education (CYPES, May 2021)

Safeguarding and promoting the welfare of children (everyone under the age of 18) is defined in CYPES' Keeping Children Safe in Education (May 2021) as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Victoria College is committed to these principles and to provide a safe and welcoming environment, where children are respected and valued. We constantly strive to achieve an embedded culture of kindness and inclusivity. As a UN Rights Respecting School we are committed to upholding the rights of our young people to be safe, to learn, and to be themselves. If these rights are upheld, children will develop self-confidence, feel empowered and be happy. Of particular importance to this policy are the following UN Rights of the Child:

> **12. Respect for children's views -** *Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.*

> **19. Protection from violence -** *Governments must protect children from violence, abuse and being neglected by anyone who looks after them.*

Victoria College is committed to safeguarding and promoting the welfare of children, and requires all staff and volunteers to share this commitment. All Victoria College, pupils, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection. We maintain the attitude that it could happen here and we are constantly vigilant.

All those that work within our school community are alert to the signs of abuse and neglect through regular training, and follow clearly defined procedures to ensure that students receive effective support, protection and justice.

At Victoria College we will always take a considered and sensitive approach in order to support all our students and to recognise that each and every student's welfare is of paramount importance.

Commitments

'The United Nations Convention on the Rights of the Child (UNCRC) Article 3 states, *'the best interests of the child must be the priority in all decisions and action that affect children'' (*Keeping Children Safe in Education, CYPES, May 2021)

Victoria College will take all reasonable measures to:

- Follow all guidelines on Safeguarding and Child Protection in accordance with Keeping Children Safe in Education (Jersey);
- Be alert to signs of abuse both in the College and from outside, and ensure every student is protected from any form of abuse, whether from an adult or another student or child;
- Ensure all staff and governors are trained (at least every 2 years) and informed of updates in the required legislation, responsibilities and guidelines to ensure children are safe;
- Ensure procedures follow the Government of Jersey Safer Recruitment policy;
- Ensure that its safeguarding arrangements follow the procedures and practice of the Safeguarding Partnership Board (SPB) and CYPES.
- Deal appropriately and promptly with every suspicion or complaint of abuse and to prioritise what is in the best interests of the child
- Operate robust and sensible health and safety procedures

Key contacts and personnel

Designated Safeguarding Lead (DSL)

Anthony Griffin, Assistant Head Pastoral

a.griffin@vcj.sch.je 01534 638274, 07797 939833

Deputy Designated Safeguarding Lead (DDSL)

Patrick Crossley, Deputy Head

p.crossley@vcj.sch.je 01534 638234, 07797 737184

Senior Members of Staff who are trained to DSL level

Gareth Hughes Headteacher – hmsecretary@vcj.sch.je	**Adam Warburton** Head of Drama (formerly Housemaster) – a.warburton@vcj.sch.je
Jacqueline Bryan Head of Wellbeing – j.bryan@vcj.sch.je	**Sam Coe** Housemaster – s.coe@vcj.sch.je
Alan Falle Head of Sixth Form – a.falle@vcj.sch.je	**David Cox** Housemaster – d.cox@vcj.sch.je
Tom Smith Senior Teacher: Student Support – t.smith@vcj.sch.je	**Andy Royle** Housemaster – a.royle@vcj.sch.je
Sue Watkins Inclusion Coordinator – s.watkins@vcj.sch.je	**Joe Crill** Housemaster – j.crill@vcj.sch.je
Shirley Dimaro CYPES Designated Safeguarding Officer – 01534 449477	**Jersey Designated Officer (JDO)** JDO@health.gov.je 01534 443566
Carina Rabet Education MASH Researcher – 449217	**Children and Families Hub** 01534 519000
PC Joel Bastable School Liaison Officer – 07797 770936	**School Office** 01534 638200

Victoria College is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Responsibilities – All

All adults working with, or on behalf of, the students of Victoria College 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 as having safeguarding responsibilities within the College.

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

All staff sign to say they have read and understood this policy, as well as Part 1 of CYPES' Keeping Children Safe in Education document

DSL responsibilities

The DSL should take lead responsibility for safeguarding and child protection. This is explicit in the post holder's job description. This person has the appropriate status and authority within the school to carry out the duties of the post and sits on the College's Leadership Group.

The DSL has responsibility for:

- Managing referrals to Children & Families Hub as required and supporting staff who make the Children & Families Hub referrals;
- Keeping accurate records of all concerns, discussions and decisions;
- Liaising with and supporting staff who are working with students who may be the subject of safeguarding concerns or procedures, liaising with the Headteacher and with external agencies, including but not limited to CYPES Education Directorate's Designated Safeguarding Officer, MASH, States of Jersey Police and DSLs at other schools;
- Being available during school hours in term time for staff in the College to discuss any safeguarding concerns. If away from the site, the DSL will inform staff who to contact and, in almost all cases, this will be the Deputy DSL;
- Oversee training of Victoria College staff and volunteers, ensuring staff are aware of updates and important safeguarding priorities;
- Sharing and evaluating concerns held by staff so that appropriate action to safeguard the welfare of students can be taken;
- Liaising and meeting with DSLs at other schools, in advance of either a student transferring to or from the College. The DSL also has responsibility for receiving or passing on the relevant safeguarding files in respect of the new education establishment;
- Attending Governors' Safeguarding Sub-Committee meetings and reporting on Child Protection matters at the meetings, whilst maintaining anonymity and confidentiality of the students concerned;
- Managing and actioning child protection systems and procedures in line with CYPES' Child Protection Policy and guidance;
- Supporting students who may be the subject of any child protection concerns or procedures;
- Attending Child Protection conferences and strategy meetings or delegating attendance at these to appropriately trained colleagues who know the student(s) concerned best;
- Completing relevant courses at level 2 and 3 and having refresher training at least every 2 years;

- Maintaining the profile of safeguarding students throughout the College;
- Ensuring this policy is known, understood and used appropriately;
- Ensure this policy is reviewed annually, as a minimum, and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this;
- Ensuring this policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the College in this;
- Ensuring this policy is shared on the school website and hard copy is available at the office;
- Linking with the Safeguarding Partnership Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
- Also acting as the eSafety Officer.

For a full account of the role of the DSL, see Appendix D of CYPES' Keeping Children Safe in Education (May 2021)

DDSL responsibilities

The DDSL will be trained to the same standards as the DSL, will act as DSL in the DSL's absence, and will carry out safeguarding tasks and duties as specified by the DSL. The DDSL is also the Deputy eSafety Officer.

Headteacher's responsibilities:

- Ensuring all staff are fully aware of the College's safeguarding and child protection policy and that this policy is fully implemented;
- Ensuring all staff have a good understanding of their role in the identification and sharing of safeguarding concerns with the DSL, DDSL or Headteacher;
- Ensuring that the school has a senior 'designated safeguarding lead' to take on lead responsibility for child protection issues and an identifiable deputy;
- Ensuring the DSL is given sufficient time and resources to carry out their responsibilities;
- Ensuring the DSL and DDSL are released to attend multi-agency safeguarding meetings, child protection conferences, core group meetings and other meetings held to discuss safeguarding issues concerning pupils at the school/college.
- Ensuring safer recruitment practice is followed whenever recruiting to posts and that all staff hold an up to date Disclosure and Barring Service (DBS) certificates;
- Ensuring that all volunteers have relevant risk assessments for working with young people;
- Ensuring the College offers a safe and transparent environment for staff and pupils to raise concerns about poor or unsafe behaviours or practice;
- Ensuring appropriate action is taken when an allegation is made against a member of staff, following the Managing Allegations Against Adults or Volunteers and the CYPES Designated Safeguarding Officer or the Head of Inclusion are contacted and informed as soon as possible;
- Ensuring that the College's safeguarding policies are reviewed at least annually.

Governors' responsibilities

Victoria College's Governing Body will ensure the following:

- That the School has a Safeguarding & Child Protection Policy and procedures in place, and that the policy is made available to parents on the College website (www.victoriacollege.je).
- That the school operates safe recruitment practices, including appropriate use of references and checks on new staff and volunteers.
- That there are procedures for dealing with allegations of abuse against members of staff, volunteers or other adults who are in contact with students in the School.
- That there is a member of the School's Leadership Group who is designated to take lead responsibility for dealing with child protection (the DSL)
- That the Headteacher and DSL regularly report on training arrangements of staff to the Safeguarding sub-committee to ensure that they are compliant with requirements of CYPES.
- That any deficiencies or weaknesses brought to the attention of the Governing Body are addressed without delay and rectified.
- That this policy and its implementation will be reviewed annually by the Governing Body.
- That there is a Designated Safeguarding Governor who supports and advocates issues to do with safeguarding children and child protection within the School. This governor will meet at least termly with the DSL.

Safer Recruitment

Victoria College and CYPES operate a Safer Recruitment Policy and are committed to safeguarding and promoting the welfare of children and young people. The policy includes recruitment and selection best practice and other human resources processes to enable the recruitment of candidates who have the skills, knowledge and aptitudes to work, whether paid or unpaid, in CYPES' 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.

CYPES operates a Safer Recruitment Policy and is committed to safeguarding and promoting the welfare of children and young people as referenced in point 8.2 of the ED CP policy.

Recruiting procedures and policy for DBS checks are followed by Victoria College in liaison with PeopleHub.

Safeguarding & Child Protection Training

All staff at Victoria College are to be trained to Safeguarding Level 1 on at least a 2 year repeating rotation. Regular refreshment training and key updates will be given on various issues, not less frequently than annually, by the College's DSL

All Governors at Victoria College will receive safeguarding training via Virtual College and are required to complete the Safeguarding Children in Education module.

All new staff at Victoria College will be given guidelines and procedures by the DSL during their induction processes.

Jersey Graduate Teacher Training Programme (JGTTP) teachers and Newly Qualified Teachers (NQTs) will receive training from CYPES as part of their induction programme.

Certificates are collated by the Senior Teacher Staff Development and overseen by the DSL as proof of completion.

The DSL, DDSL and Headteacher undergo the Level 3 training course and any other safeguarding training at Level 3 and above to provide them with the knowledge and skills required to carry out their roles. In addition, all Housemasters, members of the Study Centre Team and Head of Sixth Form are trained to Level 3. Their contact details are found at the beginning of this policy.

Record keeping & MyConcern - Referral form

Staff are trained in how to use MyConcern. All staff have "trusted user" status, except the DSL, DDSL and Inclusion Co-ordinator who have "DSL" level.

Any incident, interaction or event that causes our staff to have concerns for the welfare of a student at Victoria College are recorded on MyConcern. This alerts the DSL and DDSL of the incident, and the DSL will decide a course of action.

If a child is at immediate risk of harm, the police should be called.

The MyConcern User Guide can be found here.

A flowchart of what do if there are concerns about a child is found on page 21.

Records and Monitoring:

- Prior to adopting MyConcern, hard copy safeguarding records were kept;
- The DSL 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 Headteacher;.
- Records relating to actual or alleged abuse or neglect are stored securely and separately 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;.
- Safeguarding files, prior to the use of MyConcern, are stored securely, with access confined to the DSL and DDSL;
- Safeguarding 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 and the College's Privacy Notice.

Transfer
When students move from one school to another, their records are also to be transferred. If there is child protection material, this is transferred separately and directly to the relevant member of staff (usually the DSL or DDSL) in the receiving school, with any necessary discussion or explanation. A record is to be kept of the date of such transfer of sensitive files and of the person to whom they are transferred.

Procedures for staff to follow in the event of a disclosure

Staff have a responsibility to read and sign to say they understand the Staff Code of Conduct, Communication Policy, Safeguarding and Child Protection Policy, Acceptable Use Policy and Part One of CYPES Keeping Children Safe in Education (May 2021).

Every complaint or suspicion of abuse from within or outside the College will be taken seriously and, in line with published Jersey thresholds, will be referred to Children and Family Hub / MASH, without investigation within the school. In these cases, the following referral procedures apply:

- **If the allegation is against a member of staff,** the DSL or a professional person connected to the school, the allegation should be reported to the Headteacher immediately. The matter will be referred by the Headteacher or the DSL to the Jersey Designated Officer (JDO). If the DSL is making the referral, they will keep the Headteacher informed. Any doubts or concerns may be discussed informally with the Designated Safeguarding Officer (DSO) for Education initially on a "no names" basis. All contact details for DSO and JDO are available within this Policy under 'Key Contacts'.
- **If the allegation is against the Headteacher,** the person receiving the allegation should immediately inform the Deputy Headteacher, who will manage communication with the DSO/JDO. The Headteacher must not be informed of the allegation prior to contact with the DSO. The Deputy Headteacher will inform the Chair of Governors in line with the College's Complaints Policy.
- **If an allegation is made against the Chair of Governors or another Governor,** the allegation should be reported to the Director of the Education Department at the States of Jersey.
- **If the allegation does not involve a member of staff or a professional person** and the child has suffered harm or is at risk of harm, the matter will be referred by the Designated Safeguarding Lead to Children and Families Hub/MASH. Advice and informal consultation over apparently borderline cases may be discussed with DSO.
- The Education Department's Dealing with Allegations against Staff & Volunteers (May 2017) policy includes a flowchart (page 11) on managing allegations against staff in schools.

It is essential that any information or concerns regarding Safeguarding are immediately communicated to the DSL or DDSL in their absence. A referral should be logged through MyConcern, in keeping with the requirements laid out in Part One of CYPES Keeping Children Safe in Education (May 2021)

Following our procedures for dealing with disclosure, when a student discloses information, members of staff must:
- Ask open questions, not leading ones, to ascertain as much information as they need.
- Tell students that they will keep them informed, but not make any promise offering confidentiality to the student and tell them that the information may have to be passed to an appropriate party.
- Speak to the Designated Safeguarding Lead or, in their absence, the Deputy Designated Safeguarding Lead
- Log their conversation in MyConcern as soon after the event as possible and ensure that words used are recorded as accurately as possible.
- If applicable, provide any written notes, statements or other evidence directly to the Designated Safeguarding Lead or upload via MyConcern.

Specific guidance for peer-on-peer abuse, including sexual harassment / violence
For fuller guidance please see Part Five: [Keeping children safe in education 2021 (publishing.service.gov.uk)](publishing.service.gov.uk) pp 99-117. If staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told

- Informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report;
- Not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the DSL or external agencies) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- Listening carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should generally be avoided, staff can ask children if they have been harmed and ask what the nature of that harm was;
- Considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes, especially if a second member of staff is present. However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- Only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation;
- As referenced elsewhere in this policy, staff must not view or forward illegal images of a child.
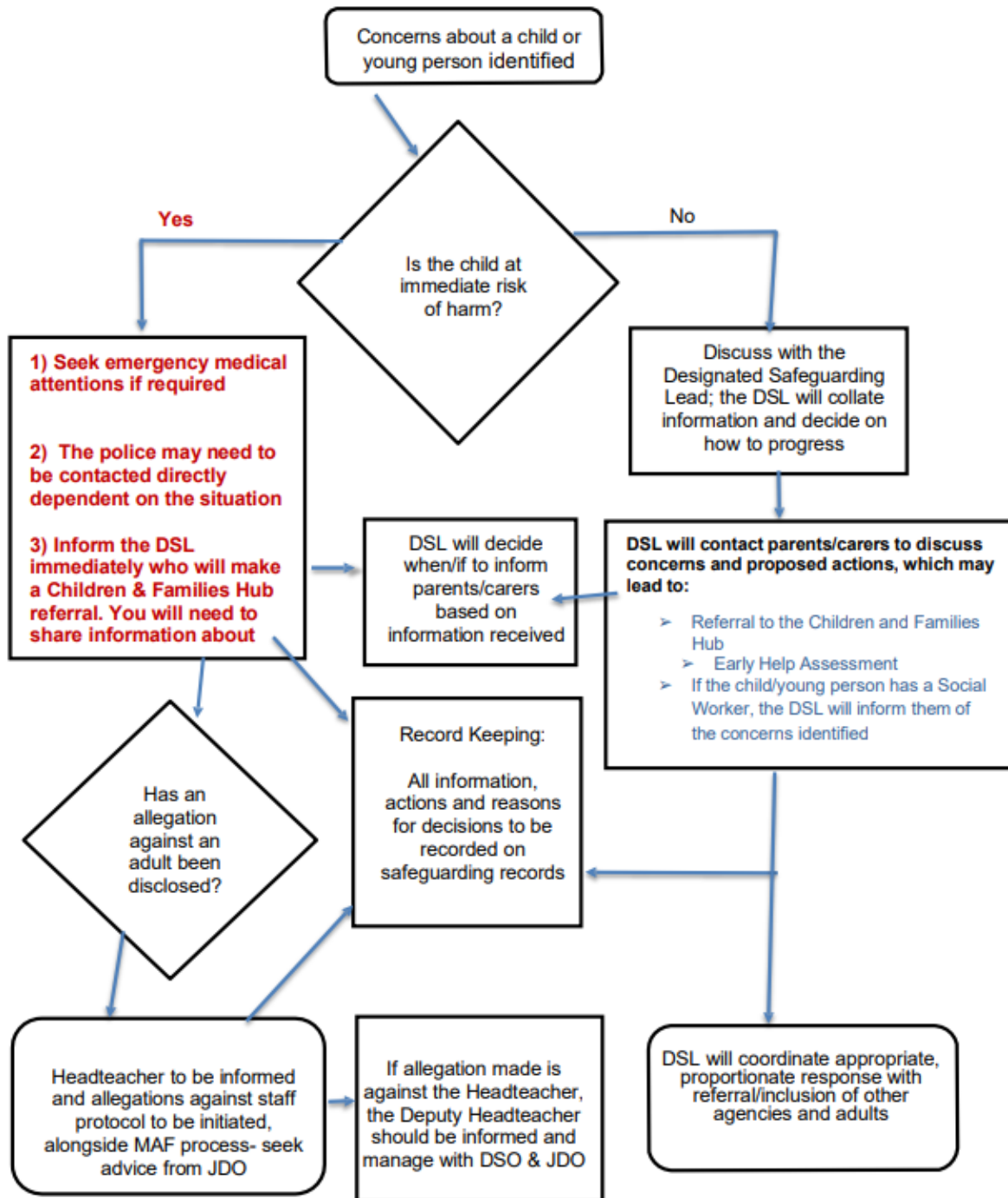
Flowchart taken from page 15 of CYPES' Keeping Children Safe in Education (May 2021)

Types of Abuse

Staff at Victoria College are trained to recognise types and signs of abuse.

The below is taken from CYPES' Keeping Children Safe in Education, May 2021.
"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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

There are four types of child abuse ('PENS') which are commonly identified as:

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non- penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Both sexes can commit acts of sexual abuse including both adults and children. The sexual abuse of children by other children is a specific safeguarding issue (see below, in this policy, for more information regarding peer-on-peer abuse).

Signs of Abuse

Possible signs of abuse include the following (but are not limited to and do not necessarily mean that abuse is occurring):

- the student says they have been abused or asks a question which gives rise to that inference;
- there is no reasonable or consistent explanation for a student's injuries (including cuts, bruises, burns); the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries;
- the student's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour. For example, they may become aggressive, challenging, disruptive, withdrawn or clingy;
- the student does not want to change clothes in front of others or participate in physical activities;
- the student is having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- the student talks about being left home alone, with carers that appear to be inappropriate or with strangers;
- the student has poor school attendance or punctuality;
- the student is regularly missing from school or education;
- the student asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;
- the student's development is delayed in terms of emotional progress;
- the student suddenly loses or gains weight;
- the student drinks alcohol regularly from an early age;
- the student is concerned for younger siblings without explaining why;
- the student talks about running away;
- the student shies away from being touched or flinches at sudden movements;
- the student demonstrates undue anxiety, over-reacts to problems and demonstrates an excessive fear of making mistakes;
- the student appears neglected, e.g. dirty, hungry, inadequately clothed; poor hygiene
- the student is reluctant to go home, or has been openly rejected by her parents or carers;
- parents are dismissive and non-responsive to teachers' concerns;
- parents or carers blame their problems on their child and;
- parents who fail to seek medical treatment when their child is ill or injured.

Signs of grooming, sexual exploitation or sexual abuse
The signs of grooming aren't always obvious. Groomers will also go to great lengths not to be identified. Children may:

- be very secretive, including about what they are doing online;
- display knowledge or interest in sexual acts inappropriate to their age;
- have older boyfriends or girlfriends;
- go to unusual places to meet friends;
- have new belongings such as clothes or mobile phones that they can't or won't explain;
- ask others to behave sexually or play sexual games;
- have access to drugs and alcohol.

In older children, signs of grooming can easily be mistaken for 'normal' teenage behaviour, but unexplained changes in behaviour or personality, or inappropriate sexual behaviour for their age may be observed."

Peer-on-peer (sometimes called child-on-child) abuse

Children can abuse other children (often referred to as peer-on-peer abuse) and it can take many forms. It can happen both inside and outside of the College and online. It is important that all staff recognise the indicators and signs of peer-on-peer abuse and know how to identify it and respond to reports. Even if there are no reports of peer-on-peer abuse, it should be recognised that this does not mean it is not happening, it may be the case that it is just not being reported. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Staff at Victoria College understand the importance of challenging inappropriate behaviours between peers that are actually abusive in nature. These behaviours will not be dismissed or minimised "banter", "just having a laugh", "part of growing up" or "boys being boys", which can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Victoria College has a well-publicised zero-tolerance approach to any form of sexist, misogynistic, discriminatory or abusive language or behaviour. We work closely with other schools and institutions to ensure that all young people in our care are safe and supported.

All students can report abuse (e.g. bullying or harassment) through the College website's Report a Concern function, as well as by speaking to any member of staff

Peer on peer abuse is most likely to include, but may not be limited to;
- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment;
- non-consensual sharing of nude and semi-nude images and/or videos;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

The DfE provides specific guidance on Sexual violence and sexual harassment between children in schools and colleges

In relation to nude and semi-nude images, a **key consideration is for staff not to view or forward illegal images of a child under any circumstances**. More detailed guidance is published in "*Sharing nudes and semi-nudes: how to respond to an incident*" (UK Gov, December 2020). Staff who are aware of an incident involving sexting should:

- Never view, download or share the imagery, or ask a child to share or download – this is illegal.
- Report it to the DSL, if the imagery has already been viewed by accident.
- Not delete the imagery or ask the young person to delete it.
- Not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Not share information about the incident to other members of staff, the young person(s) it involved or their, or other, parents.
- Not say or do anything to blame or shame any young people involved.
- Explain to students that the incident must be reported to the DSL.

Sexual violence and sexual harassment between children

'*Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable...all staff working with children are advised to maintain an attitude of 'it could happen here'*. (Sexual violence and sexual harassment between children in schools and colleges, DFE, September 2021)

It is essential that staff are aware of the guidance on how to respond to a report of sexual violence or harassment between children. Procedures are referenced later in this policy, but the following guidance points are essential to be aware of. These additional points of guidance are taken from the aforementioned DFE publication, and will inform the response of the staff and the safeguarding team. For fuller guidance please see Part Five: Keeping children safe in education 2021 (publishing.service.gov.uk) pp99-117

- Recognising that a child is likely to disclose information to someone they trust: this could be anyone on the school or college staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- Keeping in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;
- It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school or college staff may overhear a conversation that suggests a child has been harmed, or a child's own behaviour might indicate that something is wrong;
- The school or college's initial response to a report from a child is incredibly important. How the school or college respond to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward;
- It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept

safe. Abuse that occurs online or outside of the College should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised;

- A child abusing another child may be a sign they have been abused themselves or a sign of wider issues that require addressing within the culture of the school or college. Taking disciplinary action and providing appropriate support, can, and should, occur at the same time if necessary;.

- If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.

Procedures to minimise the risk of peer-on-peer abuse

Staff training
Staff should always be clear that abuse is abuse and should never be tolerated or passed off a "banter" or "part of growing up" and should be aware of the importance of challenging such behaviours. Tolerating or dismissing such behaviours risks normalising them. If any staff have concerns about a child, they must complete a MyConcern referral, unless the child is at immediate risk of harm, in which case the police must be called

Education
The pastoral curriculum (form time, PSHE, House Assemblies, Year Assemblies and Whole School Assemblies) provides opportunities to teach students about appropriate and safe relationships. Topics include kindness, bullying, friendships, healthy relationships, radicalisation and grooming. There are other opportunities for discussion throughout the academic year, such as School Councils and Prefect Meetings).

Supervision
There is a comprehensive Duty Rota so that staff are on patrol duty during break time and staff are on duty to minimise the risks of adult-free zones. CCTV is in operation in designated areas of the College and footage may be accessed as part of an investigation. The DSL, student support team and site team regularly liaise when a need arises to make an area of the school more accessible and visible.

Radicalisation

Signs of radicalisation

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many ways and settings. Background factors may contribute to vulnerability which are often combined with background influences such as family, friends or online, and with particular needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media have become major factors in the radicalisation of young people.

As outlined in CYPES' Keeping Children Safe in Education (May 2021), the following issues may make an individual vulnerable to radicalisation:

- ***Identity Crisis*** *- Distance from cultural/religious heritage and uncomfortable with their place in the society around them;*
- ***Personal Crisis****- Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging;*
- ***Personal Circumstances****- Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;*
- ***Unmet aspirations*** *- Perceptions of injustice; feeling of failure; rejection of community values;*
- ***Criminality****- Experiences of imprisonment; previous involvement with criminal groups*

The following are possible early indicators of radicalisation:

- *General changes of mood, patterns of behaviour, secrecy;*
- *Changes of friends and mode of dress;*
- *Use of inappropriate language;*
- *Possession of violent extremist literature;*
- *The expression of extremist views;*
- *Advocating violent actions and means;*
- *Association with known extremists;*
- *Seeking to recruit others to an extremist ideology.*

Students who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. As with managing other safeguarding risks, staff should be alert to changes in students' behaviour which could indicate that they may be in need of help or protection. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. This may include making a referral to Children and Families Hub/ MASH through the DSL with whom they should discuss their concerns.

Procedures to minimise the risk of radicalisation

Staff training
The DSL, DDSL, Headteacher and Head of Sixth Form have all undertaken Understanding Pathways to Extremism and the Prevent Programme. These colleagues are able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. All other staff are to complete this training it by the end of December 2021.

IT
Suitable filtering is reviewed to keep students safe from terrorist and extremist material when accessing the internet in College. The DSL reviews Impero daily and follows up any flags that provide cause for concern.

Online Safety
Online safety is explicitly addressed in the staff induction process for new staff and staff are regularly updated through tutor meetings and staff meetings. Online safety features in our PSHE programme for students. Students commit to the Acceptable Use of ICT Equipment conditions in our Home College agreement (see Appendix C below).

Procedures
If a member of staff is concerned that a pupil may be exposed to radicalisation the normal referral processes apply, i.e. they should discuss it with the DSL who will follow the safeguarding procedures outlined in this policy.

Online Safety
The use of technology is a significant component of many safeguarding issues, including Child Sexual Exploitation (CSE), sexual predation and radicalisation. The breadth of issues classified within online safety can be categorised into four areas of risk:

- Content - being exposed to illegal, inappropriate or harmful material;
- Contact - being subjected to harmful online interaction with other users;
- Conduct - personal online behaviour that increases the likelihood of, or causes, harm;
- Commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. [This 4th area was added to the DFE's 2021 Keeping Children Safe in Education]

In seeking to manage online safety, Victoria College has appropriate filters and monitoring systems in place, and gives due consideration to the student age range, their frequency of access and the proportionality of costs versus risks.

Annually, Victoria College hosts Parent Information Evenings which, amongst other things, highlight appropriate use of ICT. Regular eSafety parent seminars are held involving, variously, States of Jersey Police and external providers.

For further guidance, see Appendix E of CYPES Keeping Children Safe in Education (May 2021).

Security Badges and Lanyards

The presence of ID badges promotes Victoria College as an organisation with a culture of safeguarding.

All adult personnel on site must wear an appropriate ID badge and associated lanyard to denote their category. Any adult on site without a lanyard should be taken to the School Office to sign in.

Lanyards in use with associated badges

Lanyard colour	Badge	Personnel	Accompaniment required	DBS check
Gold lettering on black background	College ID badge	College staff	No	Yes
Black lettering on gold lanyard	VCJ crest	Visitor	No	Yes
White lettering on red lanyard	VCJ crest	Visitor	Yes, at all times	No

Identification badges are issued by the Site / IT team as required and it is the responsibility of the Leadership Group to ensure that they are displayed by staff at all times unless individual hazardous working conditions dictate otherwise.

Staff

All staff are to sign in and out when arriving or leaving College, using the EntrySign system, the signin@vcj.sch.je email address, or via the MyEntrySign iOS / Android apps.
Staff at the College are to wear their College ID badge at all times on site, which doubles as an electronic sign in, door access and photocopying access device. Staff must also be aware of the Victoria College security procedures – as detailed below – to challenge unknown persons on site.

Visitors

All visitors will have restricted access to the College, reporting to the main Reception on arrival to be signed in using the EntrySign system, and signing out on departure. Their access will be dependent on their category and role in College, as denoted by the allocated lanyard and security badge.

Contractors

The Site Manager is in charge of contractors, ensuring they are aware of the security protocols in place. Assessment should be made of all areas if such work will breach the current access control measures in place.

Please refer to the Site Security policy for further details.

APPENDIX A

Other Specific Safeguarding Issues

The below has been adapted from CYPES' Keeping Children Safe in Education.

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviour-linked issues such as, of drug taking, alcohol abuse, truanting and sexting put children in danger. 175. All staff should be aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer-on-peer abuse. 176. Expert and professional organizations are best placed to provide up-todate guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. Staff can access guidance as required on the issues listed below via CYPES Keeping Children Safe in Education, pg 46.

Gangs and serious youth violence

A gang is defined as a group of young people who spend time together, often fighting other groups or involved in anti-social behaviour. Youth violence refers to harmful behaviours that can start early and continue into adulthood. The young person can be a victim, an offender, or witness the violence. Youth violence includes various behaviours including some violent acts such as bullying, slapping or hitting. These behaviours can cause more emotional harm than physical harm. Others, such as robbery and assault (with or without weapons) can lead to serious injury or even death. All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Female Genital Mutilation (FGM)

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about FGM, there is a specific legal duty on teachers. If a teacher discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report it to the police. There is a range of potential indications that a girl may be at risk or has already suffered from FGM. Further information is available on p. 131 of Keeping Children Safe in Education Annex B (September 2021).

Contextual safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the college (and the home) and/or can occur between children outside the school. All staff, but especially the Designated Safeguarding Lead (and deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. The school needs to provide as much

information as possible as part of the referral process to Children and Families Hub / Early Help. Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE) and various kinds of risk-taking behaviour can all constitute contextual safeguarding concerns.

Special Educational Needs

Research has shown that children with disabilities are more vulnerable to abuse. Safeguarding children's welfare is everybody's responsibility. Therefore, awareness between professionals about safeguarding children with additional needs and what constitutes best practice is essential;

- Speech, language and communication difficulties may make it difficult for children to tell adults what is happening to them, or in their lives.
- Many children with a disability are at an increased likelihood of being socially isolated with fewer outside contacts.
- Children with SEN/D often do not have access to someone they can trust to disclose that they are suffering harm.
- Children with SEN/D may be more vulnerable to bullying and intimidation.
- Dependency on parents and carers for practical assistance in daily living, including intimate personal care, may increase their risk of exposure to abusive behaviour.
- Children with SEN/D may have limited capacity to resist or avoid abuse.
- Assessments for some children having SEN/D may require a Record of Need (RoN) to ensure they receive the additional support and resources to meet their educational, emotional and social needs. Where children have physical and/or medical needs, other individual assessments will be completed by paediatricians, nurses, and therapists and a Care Plan will be implemented as part of their Individual Education Plan.

Further guidance can be found on pp. 37-38 of CYPES' Keeping Children Safe in Education (May 2021).

Mental Health

'Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.' (**Keeping Children Safe in Education, DFE, 2021)**

Missing students

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

The Association of Chief Police Officers (ACPO) defines missing as: "Not at the place they are expected to be, but the circumstances are out of character. The context suggests they may be subject of a crime or at risk of harm to themselves or others."

Research informs us that we should be sighted on children who are missing from school/nursery for a variety of reasons that may increase risk to them, including child sexual exploitation (CSE). Police will not be assigned where children or young people are 'absent'; instead the onus will be on parents, schools or education welfare officers to locate the child or young person.

Escalation to the police will follow if the child or young person is deemed to be 'missing' and it is the parent's or carer's responsibility to do this. Reasonable steps should be taken by parents and schools prior to making a report to the police.

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

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

A referral should also be made by school/college when there are concerns about children or a young person is reported as missing from school/education.

Children missing education completely is more than an attendance issue. When a child leaves Jersey and moves to another jurisdiction, it is the school's responsibility to take steps to locate their whereabouts and to make direct contact with their receiving school or education setting. Only after effective attempts have been made by schools to locate the child without success should they refer their concerns to the Education Welfare Team Manager for CYPES. See Children Missing from Education (CME) Policy

A child going missing from education is a potential indicator of abuse or other underlying welfare concerns Students are registered in accordance with Education Department requirements and the school has procedures in place to deal with students who go missing. These procedures are outlined in Appendix 5 of the Education Department's Attendance Policy 2019: *Children Missing in Education.* See also pp32-33 of CYPES Keeping Children Safe in Education (May 2021).

APPENDIX B

Professional guidelines for teachers and staff at Victoria College
These guidelines are part of our Safeguarding 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.

Staff Awareness
Staff have a duty to deal with any child protection issue that may arise and also to avoid any activity that may reasonably raise concerns as to their propriety. Examples might include students drinking alcohol with staff, being invited to their homes or allowing access to inappropriate materials or internet sites. Any member of staff who is aware of such activities should report them to a senior colleague or the DSL. This should include what the DFE's Keeping Children Safe in Education (2021) refers to as a 'low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt''. Ensuring such low-level concerns are appropriately shared and 'dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.'

Any individual contact with students out of education settings should only be done with the prior knowledge of parents and senior colleagues. Staff should make every effort to avoid being in a situation where they are alone with a student in an isolated area, talking with a student in a closed room without others being aware of or being on their own with a student in a car or minibus.

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 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 DSL immediately, who will maintain a log of such incidents and review them regularly.

Language

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.

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.

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 Headteacher 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 Headteacher 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
- 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 Headteacher; 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 Headteacher.
- Do not become over familiar / friendly with students and always maintain a professional relationship with students.

APPENDIX C

Joint Charter of Respect

Joint Charter of Respect

Created by a joint JCG and VCJ student forum: June 2021
Due for review by student representatives from both Colleges: May 2022

Respect is defined as having due regard for the feelings, wishes, or rights of others. At our Colleges, we believe that all students should feel comfortable and safe within our community. We believe that working in partnership with both Colleges, we can be a powerful force for good. In order to achieve this:

- I will use language which is inclusive and respectful of others
- I will not participate in intimidating or non-consensual behaviour
- I will challenge these behaviours or uses of language with constructive intent if I hear or witness them
- I will be receptive to criticism of my behaviour and will be willing to educate myself.
- I will be accepting of all individuals
- I will hold myself to the same standard online as offline
- I will not hesitate to challenge the school leaders, if and when more needs to be done
- I will seek support from other members of the College community if I am not comfortable challenging behaviour and language
- I will offer my support to my peers and encourage them to seek additional help
- I am aware of the zero-tolerance policy within my college, and I understand what this means

APPENDIX D

Acceptable Use of ICT Equipment for students

I Promise to only use the school ICT for schoolwork that the teacher has asked me to do.
I Promise not to look for or show other people things that may be upsetting or inappropriate.
I Promise to show respect for the work that other people have done.

I will not use other people's work or pictures without permission to do so.
I will not share my password with anybody. If I forget my password, I will let my teacher know.
I will not use other people's usernames or passwords.
I will not share personal information online with anyone.
I will not download anything from the Internet unless my teacher has asked me to.
I will not type anything on screen whilst someone else is logged into a computer without their express permission.

I will let my teacher know if anybody asks me for personal information.
I will let my teacher know if anybody says or does anything to me that is hurtful or upsets me.
I will report any inappropriate use of ICT.
I will use social media responsibly and follow age restrictions.
I will be respectful to everybody online; I will treat everybody the way that I want to be treated.

I understand misuse of the Victoria College computers will lead to the possible restriction of computer access and consequences as stated in the Behaviour for Learning Policy may be implemented up to and including permanent exclusion.

I understand any wilful damage caused to Victoria College equipment will be charged to my Parents / Carers and consequences as stated in the Behaviour for Learning Policy may be implemented up to and including permanent exclusion.

I understand that some people on the Internet are not who they say they are, and some people can be nasty. I will tell my teacher if I am ever concerned in school, or my parents if I am at home.

I understand if I break the rules in this charter there will be consequences of my actions and my parents will be told.

APPENDIX E

## Framework for the Assessment of Children in Need and their Families (2000)

Please see Pages 7-13 of the Continuum of Need document on Safeguarding Partnership Board website

The Assessment Framework

This framework helps professionals to identify specific areas of concern within the child's life.

By systematically assessing each domain and analysing all the relevant information, professionals will be able to identify strengths and weaknesses, and any additional needs the child may have.

The information gathered helps to inform and guide report writing for child protection conferences and core group meetings. Where possible, any report should be written in partnership with the parent/carer and/or young person according to their capacity to contribute.
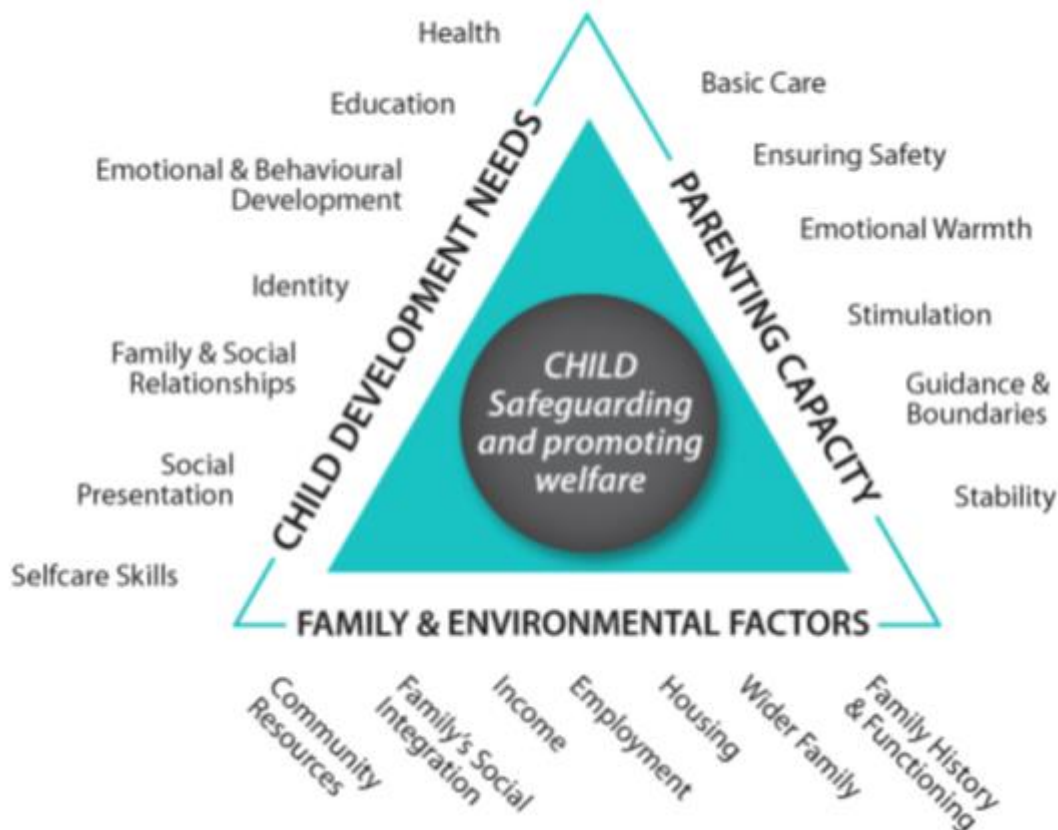
APPENDIX F

Domestic Abuse

The below has been adapted from CYPES' Keeping Children Safe in Education.

What is domestic abuse?

When we talk about domestic abuse, we are not just talking about violence, but a number of other types of behaviours. Domestic abuse (DA) has a significant negative impact on both the victims and the children living with or witnessing this type of abuse. Schools should treat and manage disclosures of DA as a serious safeguarding concern.

Domestic abuse is an incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour, including sexual violence. In most cases, this abuse is perpetrated by a partner or ex-partner, but also may be by a family member or carer. It is very common.

Domestic abuse can include, but is not limited to, the following:

- 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

Domestic abuse also includes different forms of family violence such as, adolescent to parent abuse, forced marriage, female genital mutilation and so called "honour crimes" that are perpetrated primarily by family members, often with multiple perpetrators.

Anyone can experience domestic abuse regardless of gender, age, race, ethnic or religious group, sexuality, class, or disability.

The impact on children witnessing domestic abuse should not be underestimated and schools play a key role in recognising the signs, supporting children and know where and how to refer for additional support for families.

Domestic abuse has a serious impact on children's health and wellbeing and has significant safeguarding implications as outlined in the Save Lives (UK) report: Save Lives UK Report 2014 'In Plain Sight'

Schools have a central role is supporting children living with or witnessing DA and the victims involved. School Designated Safeguarding Leads (DSL) will receive domestic abuse notifications (DAN) from the multi-agency safeguarding hub when a DA incident has been reported and the police have been involved. It is important that the DSL informs all relevant school staff so that additional support can be implemented during the school day for any child linked to victim or the perpetrator. For primary school children this is likely to be the class teacher; for secondary school children it may be the form tutor, head of year or relevant subject teachers.

If the child already receives additional support. For example, the Social, Emotional and Mental Health Inclusion Team (SEMHIT), the English Literacy Support Assistant (ELSA) or school

counsellor may already be working with the child and family so they should be informed on 'a need to know' basis as such information is likely to influence their approach and assessment of the child.

Being prepared for the unexpected
The child may be unusually upset and emotional, but equally, they may present as withdrawn and 'not their usual self'. The identified school staff need to observe and monitor. There is a chance the child will disclose to an adult about what has happened, or share further information that raises further concern. Staff need to manage any disclosures in the usual way according to safeguarding children procedures.