VICTORIA COLLEGE

PREPARATORY SCHOOL

Policy	Safeguarding and Child Protection		
Reviewer	Dan Pateman & Emily-Rose Le Cuirot		
Reviewed	June 2026	**Next review**	September 2027
Relevant CYPES policies		Safeguarding Roles and Responsibilities Safeguarding Procedures J-Keeping Children Safe in Education 20250910DP.pdf	
Changes		Staffing changes VAWG	

Policy Statement

Victoria College Preparatory takes the safety and wellbeing of its pupils and all in its community seriously and therefore complies with CYPES requirements for safeguarding. Victoria College Preparatory is committed to providing a safe environment for all children and young people where children who are suffering or are likely to suffer harm are identified and appropriate action is taken with the aim of making sure all children are kept safe.

This policy is addressed to all members of staff and volunteers of Victoria College Preparatory and applies wherever staff or volunteers are working with pupils 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 Preparatory, volunteers, contractors and the wider public on the school website within the "For Parents" section: Victoria College Preparatory Website

This policy is informed by Part One of Children, Young People, Education and Skills' (CYPES) Keeping Children Safe in Education J-Keeping Children Safe in Education 20250910DP.pdf

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.

There is a separate Child Protection Policy for Victoria College Preparatory and a Safeguarding and Child Protection Procedures document which should both be read in conjunction with this policy. Victoria College Preparatory has separate safeguarding policies for the various areas in which encompass safeguarding. These are kept up to

date and are ratified by the Board of Governors through the Behaviours, Attitudes and Attendance sub-committee.

This policy is set out in the following format;

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

Adults at Victoria College Preparatory should continually monitor and review their practice and ensure they follow the guidance contained in this document.

Victoria College Preparatory Safeguarding Team:

<table>
<tr><td colspan="3">Designated Safeguarding Lead and Child Protection Lead:
Dan Pateman (Headteacher) d.pateman@vcp.sch.je (DSL)
Emily-Rose Le Cuirot (Deputy Headteacher) e.lecuirot@vcp.sch.je (DSL)
Caroline Kynicos (ENCo) c.kynicos@vcp.sch.je (DSL)
Larissa Rankin (5/6 Phase Lead) l.rankin@vcp.sch.je (Deputy DSL)
From Sept 2026:
Sally Lacy-Kerr s.lacykerr@vcp.sch.je (SENCo)</td></tr>
<tr><td>Digital Safeguarding:
Michael Delahunty</td><td>Health & Safety:
Dan Pateman</td><td>Early Help:
Caroline Kynicos
Sally Lacy-Kerr (Sept 26)</td></tr>
<tr><td>Data Protection Officer:
Dan Pateman</td><td>ELSA:
Kirsten Matete</td><td>First Aid:
Emily-Rose Le Cuirot</td></tr>
<tr><td>CLA and CPLA:
Caroline Kynicos
Sally Lacy-Kerr (Sept 26)</td><td>Jersey Premium:
Caroline Kynicos
Sally Lacy-Kerr (Sept 26)</td><td>MASH: 519000</td></tr>
<tr><td colspan="3">CYPES Designated Safeguarding Lead:
Dani Perrier – 449477</td></tr>
<tr><td colspan="3">Designated Governors for Safeguarding:
Colin Smith c.smith@vcj.sch.je</td></tr>
<tr><td colspan="3">Children and Families Hub – Julie Green – 519000

MASH – 519000

Out of hours Children’s Services – 442000

States of Jersey Police Public Protection Unit - 612612</td></tr>
</table>

Safeguarding Policies are filed on SharePoint.

- Acceptable Use Policy
- Administration of Medicines
- Allegations against staff process
- Attendance Policy
- Behaviour Policy
- Biting Policy
- Child Protection Policy
- Counter-bullying Policy
- Data Protection Policy
- Deployment of LSA
- Digital Safeguarding Policy
- Educational Visits Policy
- Electronic Device Policy
- Intimate care Policy
- Lost Child Policy and Procedures
- Online Safety Policy
- Physical Intervention and Restraint
- Positive Behaviour Support and Restrictive PI
- Positive Behaviour, exclusions, part time timetables
- Privacy Notice
- Pupil well-being policy
- Safeguarding and Child Protection Procedures document
- Self Harm policy
- Social media policy
- Staff Well-being policy
- Use of Web-based Applications Policy

See **Health and Safety Policies folder** for all policies under Health and Safety.

Victoria College Preparatory follow the guidelines set out in the States of Jersey Education Safeguarding policies.

Principles and expectations

All staff will be provided with the Victoria College Preparatory **Safeguarding and Child Protection Procedures document**.

Termly Governor Safeguarding Sub-Committee meetings are held where Victoria College Preparatory Safeguarding data and practices are scrutinised.

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, 2025)

Staff are reminded to always take action when they are worried about someone – never do nothing.

Safeguarding and promoting the welfare of children (everyone under the age of 18) is defined in CYPES' Keeping Children Safe in Education (2025) 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 Preparatory is committed to safeguarding and promoting the welfare of children and requires all staff and volunteers to share this commitment. All 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 Preparatory 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

Victoria College Preparatory 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 school 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

Responsibilities – All

All adults working with, or on behalf of, the pupils of Victoria College Preparatory 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 school.

There are key people within Victoria College Preparatory 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 the key polies document to say they have read and understood this policy, as well as Part 1 of CYPES' (2025) Keeping Children Safe in Education document.

DSL responsibilities

The DSL should take lead responsibility for safeguarding and child protection. This person has the appropriate status and authority within the school to carry out the duties of the post and sits on the SLT.

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 for staff 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 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 school. 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 foundation, level 2 and 3 and having refresher training at least every 2 years;
- Maintaining the high profile of safeguarding throughout the school;
- 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 of it;
- Ensuring this policy is shared on the school website;
- Linking with the Safeguarding Partnership Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
- Keeping information confidential, only sharing with others when completely necessary

For a full account of the role of the DSL, see CYPES' Keeping Children Safe in Education (2025)

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.

Headteacher's responsibilities:

- Ensuring all staff are fully aware of the 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.
- 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 school 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 are contacted and informed as soon as possible;
- Ensuring that the school'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 website
- 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 Team 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.
- Be available when staff want to escalate concerns e.g. not happy with decision of agency/ DSL

Safer Recruitment

Victoria College Preparatory 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.

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

The Headteacher and Deputy Headteacher have under-taken Safer Recruitment training and will be involved in all recruitment processes.

Safeguarding & Child Protection Training

All staff at Victoria College Preparatory have at least Foundation level Safeguarding training. This training is updated every 2 years, and certificates of this training are kept by the DSL. In addition, regular refreshment training and key updates will be given on various issues, such as the 7-minute briefing resource from the SPB.

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 Preparatory will be given guidelines and procedures by the DSL during their induction processes. This includes a list of Key Policies which must be read and signed for.

Jersey Graduate Teacher Training Programme (JGTTP) teachers and Early Career Teachers (ECTs) will receive training from CYPES as part of their induction programme.

Certificates are collated by the DSL, and records held on a central register to show safeguarding and health & safety training completed by staff. (Admin shared O:\Training and Certificates for staff)

The DSL, Headteacher and Deputy 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.

All adults supervising children should be trained in child protection at the appropriate level in line with the advice from the Jersey Safeguarding Partnership Board. Records and details of training are kept in the training log on Virtual College and on paper copies where Safeguarding Updates have been completed at school. The DSL ensures new staff have completed Foundation level safeguarding training as a minimum requirement.

Regular updates are issued in accordance with the guidance – 2 yearly update as a minimum. Regular scenario-based training is given in staff meetings and LSA meetings. Training in MyConcern is also kept up to date.

Record keeping & MyConcern - Referrals

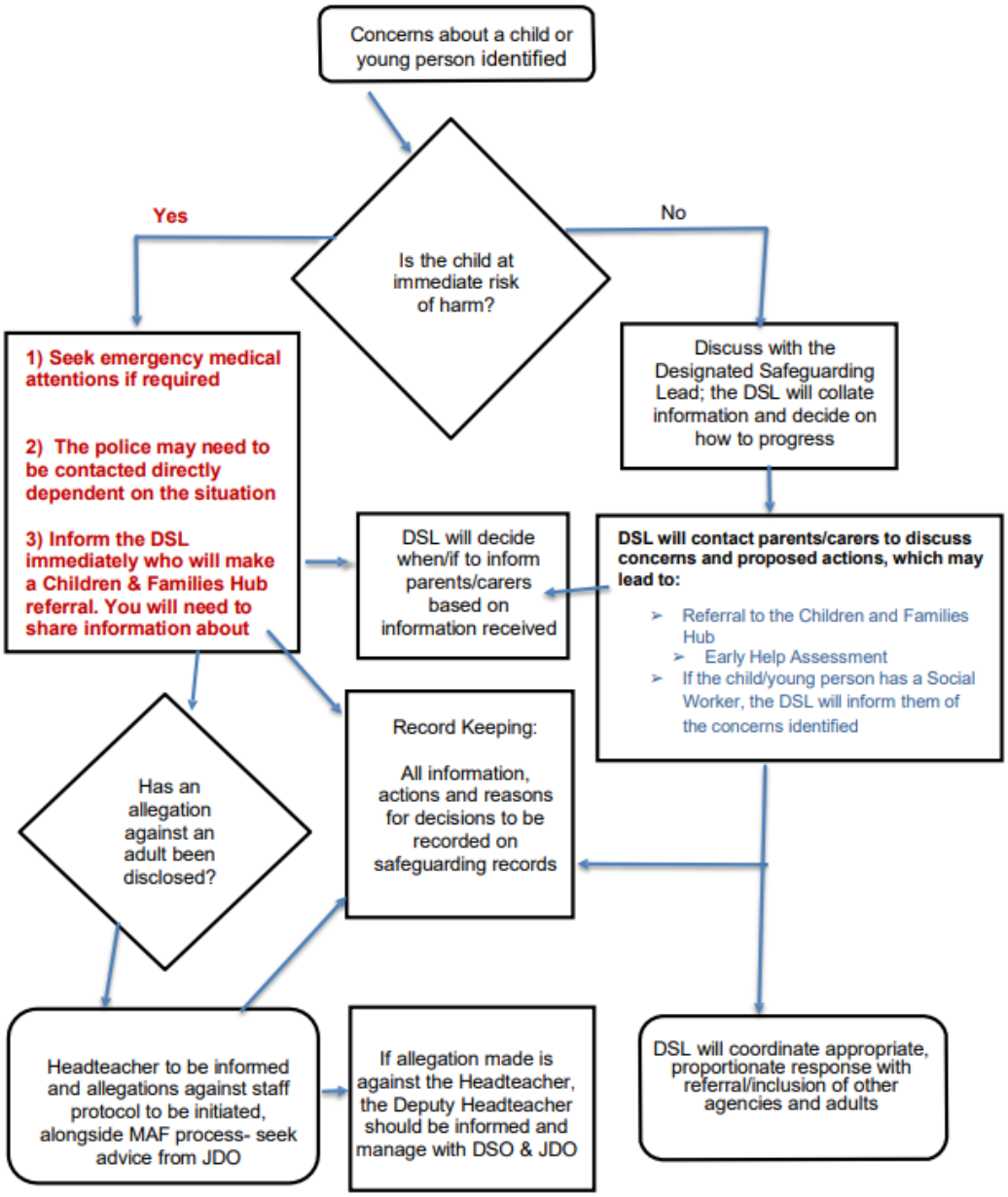
Staff are trained in how to use MyConcern. All staff have “trusted user” status, except the DSL, DDSL and SENCO who have “DSL” level.

Any incident, interaction or event that causes our staff to have concerns for the welfare of a student at Victoria College Preparatory 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:



Records and Monitoring:

- Prior to adopting MyConcern, hard copy safeguarding records were kept. This is held securely by the DSL and password protected.
- 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 have markers to show that there is sensitive material stored elsewhere (red folders within pupil file).
- 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 (Weekly DSL Team Safeguarding meeting). 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 Victoria College Preparatory'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. A receipt is collected and held by the admissions secretary.

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 Handbook, Key Safeguarding and Health & Safety Policies, Safeguarding and Child Protection Policy, Acceptable Use Policy and KCSIE (2025)

Every complaint or suspicion of abuse from within or outside the school 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.

- Managing allegations

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.

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

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 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.

Types of Abuse

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

The below is taken from CYPES' Keeping Children Safe in Education, 2025.
"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 which are commonly identified as:

1. NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.

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

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

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

2. PHYSICAL ABUSE

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

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

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

3. SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit act of sexual abuse, as can other children.

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

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;

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

4. SEXUAL EXPLOITATION

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

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

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

5. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment

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

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

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.

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 school 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 Preparatory 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.

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) by speaking to any member of staff, using our Worry Monsters (found across the school), or by using the Report a Concern function on the school website.

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/ 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.

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**. 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 2025)

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.

- Recognising that a child is likely to disclose information to someone they trust: this could be anyone on the school 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 initial response to a report from a child is incredibly important. How the school 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 school 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. 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.

Violence Against Women and Girls (VAWG)

Victoria College Preparatory recognises its duty to actively prevent and respond to Violence Against Women and Girls (VAWG) as part of its safeguarding responsibilities. We are committed to fostering a safe, respectful and inclusive culture in which all pupils understand healthy relationships, consent and equality.

All staff receive regular safeguarding training which explicitly includes awareness of VAWG, gender-based violence, harmful behaviours and early identification of risk factors. This ensures that staff are confident to recognise concerns, challenge inappropriate attitudes, and respond effectively in line with safeguarding procedures.

The school incorporates age-appropriate teaching on respect, equality, and positive relationships across the curriculum. This includes explicit work with boys to challenge gender stereotypes, promote empathy, and develop understanding of respectful behaviours and attitudes towards women and girls.

A designated VAWG working group, comprising staff from across the school, leads on developing practice, monitoring impact, and ensuring consistency in approach. This group supports curriculum development, staff training, and whole-school awareness initiatives. Every half term our VAWG taskforce lead half a staff meeting to respond to staff need or current themes.

The school actively seeks the views of pupils, parents and staff through regular surveys to assess understanding, identify concerns, and shape ongoing improvements in our approach to VAWG prevention.

Through these measures, the school aims to create a culture of respect, safety and accountability, where all members of the community feel protected and empowered to speak out.

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 as "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 PSHE curriculum and assembly plan provides opportunities to teach pupils about appropriate and safe relationships. We also draw upon the knowledge, skills and expertise of YouMatter to help staff at Victoria College Preparatory deliver this part of the curriculum to our pupils.

Supervision
There is a comprehensive Duty Rota so that staff are on patrol duty during before school (from 8:15) break time, lunch time and after school. Staff are on duty to minimise the risks of adult-free zones. CCTV is in operation in designated areas of the School and footage may be accessed as part of an investigation. The DSL 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 (2025), 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 team have all undertaken Understanding Pathways to Extremism and the Prevent Programme and attend CYPES updates accordingly. The large majority of staff have completed Prevent training (online) and certificates are held with the DSL.

IT
Suitable filtering is reviewed to keep students safe from terrorist and extremist material when accessing the internet in school. The DSL and E-safety officer 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 staff meetings/briefings. Online safety features in our PSHE programme for pupils. Pupils commit to the Acceptable Use of ICT Equipment conditions in our Home School agreement and class teachers display this in class and revisit it with pupils regularly. See Online Safety policy for further detail.

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 2025 Keeping Children Safe in Education]

In seeking to manage online safety, Victoria College Preparatory has appropriate filters and monitoring systems in place, which are monitored daily.

The E-Safety officer leads a programme of parent engagement in e-safety through newsletters, presentations, and information sessions -working with external providers and agencies where required.

For further guidance, see Appendix E of CYPES Keeping Children Safe in Education (2025).

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.

Security Badges and Lanyards

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

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

Identification badges are issued as required and it is the responsibility of the SLT 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 school, using the EntrySign system at the office.
Staff are to wear their Victoria College Preparatory ID badge at all times on site, which doubles as an electronic sign in and FOB door access.

Visitors

All visitors will have restricted access to the school, 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 the school.

Contractors
The Site Manager and Caretaker 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.

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 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 can be found on the TES, MindEd and the NSPCC websites.

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.

Contextual safeguarding
Safeguarding incidents and/or behaviours can be associated with factors outside the school (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.

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.’

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.

Collection of children from school

Victoria College Preparatory School will not hand a child over to an adult (other than those with Parental Responsibility) unless they have been informed in advance by the parent with responsibility.

- Victoria College Preparatory School will be notified of who will normally collect the child when the child joins the School

- Parents have a responsibility to notify Victoria College Preparatory School in advance if this changes, giving details of the person authorised to collect the child
- Parents should also be asked to inform Victoria College Preparatory School where children are subject to court orders that limit contact with a named individual. In the event that anyone who is not authorised to do so attempts to collect the child, the School should not allow the child to leave and contact the parent immediately.
- Children should not be released into the care of another parent even where they offer to take the child home

Where a child has not been collected from school:

- In the first instance, the pupil will be brought into the school building and a member of staff will phone the parents, or relevant adult, to check the arrangements and inform them the child is still at school.
- Staff should check with the child to see if there are any changes to arrangements for collection and try to make contact with the parent or other family members, and wait with the child until someone comes to collect them
- Victoria College Preparatory School should discuss with the MASH team at 4.00pm if there are difficulties in contacting parents or other family members
- If no contact can be made with the parent by 4.30pm, Victoria College Preparatory School should contact the MASH Co-ordinator who will arrange for a Child Care Officer to collect the child or make arrangements for the child to be transported to the Children's Services Department
- Victoria College Preparatory School should regularly ask parents to confirm and update contact details and to nominate a family member or friend who can collect the child in the event that they are unable to do so
- Where children are regularly not collected or collected late, this should be discussed with parents/carers early on and if no improvement is witnessed then DSLs should refer the case to the Education Welfare Service. If there are also child protection concerns, consideration should be given to making a MASH Enquiry and this should be discussed with the parent/carer

Acrimonious parental relationships, Parental Responsibility (PR) and collecting child from school

Caution should always be taken where the welfare of a child is of concern and their welfare will always take priority

Victoria College Preparatory School's obligation is for the education and welfare of the child. Schools should be guided by the Jersey Family Court Advisory Service (JFCAS).

Any difficulties that arise between parents with parental responsibility (PR) should be managed by JFCAS and the Family Court. Schools and staff should be careful not to become involved in custody disputes.

If either parent or their respective lawyers request a member of staff to either write a statement or appear in court on their behalf they should seek advice from Head of Governance at the Education Department. It would not be appropriate to become involved in custody disputes.
If the Head teacher becomes aware of problems between parents, it is good practice that a meeting with both parents takes place to try and resolve any difficulties that may negatively impact on their child.

However, it is important to ensure that these conversations remain around the child's educational needs and welfare, and that you are not drawn into custody or divorce disputes, which are beyond the School's remit. Court Orders will inform contact arrangements, which can include the collection of children from school. It may be necessary to ask for a copy of relevant Court Orders

which can be included in the child's file. Court Orders regarding collection must be adhered to until and unless they are changed.

In the absence of a Court Order when there is a disagreement about who can collect the child, an 'adult conversation' with parents should take place about who collects the child with a signed agreement between both parents and the Head teacher.

If no resolution can be reached, the parents should be directed to seek legal advice. If the Head teacher does make the judgment that a parent is not in an appropriate condition to release the child, then they can refuse to do so. However, this would be the case regardless of whether or not there was a Court Order in place and is a safeguarding matter. In this situation, advice must be sought immediately from MASH or the States of Jersey Police, Public Protection Unit (PPU).

In the event that the Head teacher or school staff suspect there may be a problem, or either parent has made a threat, this should be flagged as early as possible; advice from the DSO, Social Worker (if there is one) or the PPU should be sought. Where the Head Teacher has grounds to believe a child may be at risk of harm by a breach of the peace or that a crime may be committed, they must contact the police immediately.

Physical intervention and restraint

It is Victoria College Preparatory School's policy to use physical intervention and restraint only in line with CYPES Restraint Policy.
Restraint should only be used as a last resort after other strategies included in Victoria College Preparatory School's Behaviour Policy. Physical restraint always carries a risk to the child or staff who may be harmed, physically or emotionally. Inappropriate or excessive use of restraint can lead to an allegation of assault. (See Positive Behaviour Support and Restrictive Intervention Policy).
All staff will be given MAYBO training and follow the schedule of renewal advised by SEMHIT.

Conduct and safe teaching practice

Victoria College Preparatory School expects staff and volunteers to set a good example to pupils through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and appropriate boundaries.
All staff have annual appraisals where targets can be set to support development of conduct or safe teaching practice. Regular meetings with line managers are also in place to help inform where support may be given.
Weekly safeguarding meetings between the DSLs help to ensure good communication and consistency across the school occurs.
Regular training for all staff keeps everyone up to date with information and best practice.

Use of mobile phones

As per the staff handbook, staff must not use their mobile phones outside of their scheduled break, unless in case of emergency. The exception to this is the caretaker, DSL, or where indicated on a Individual Behaviour Management or Care Plan. Mobile phones must not be used to take or store photos of children. All staff sign the Acceptable Use Policy and sign and adhere to the Online Safety Policy.

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 a member of the Senior Management Team, according to the context.

Appendices

APPENDIX ONE –
DEFINITIONS AND INDICATORS OF ABUSE

1. NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.

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

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

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

2. PHYSICAL ABUSE

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

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

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

3. SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is

happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit act of sexual abuse, as can other children.

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

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

4. SEXUAL EXPLOITATION

Child sexual exploitation occurs when a child or young person, or another person, receives "something" (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.
The presence of any significant indicator for sexual exploitation should trigger a referral to children's social care. The significant indicators are:

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

5. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the

needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.
These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment

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

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

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

6. RESPONSES FROM PARENTS

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

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

7. DISABLED CHILDREN

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

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

APPENDIX TWO

DEALING WITH A DISCLOSURE OF ABUSE

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

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell him you are pleased that he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell him that you believe them. Children very rarely lie about abuse; but he may have tried to tell others and not been heard or believed.
- Tell the child that it is not his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that he has a right to be safe and protected.

- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.
- If the situation is an emergency you should contact MASH immediately on 01534 519000

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

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

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

APPENDIX THREE

Domestic Abuse Notification Protocol

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

In order to achieve this, the Jersey Multi-agency Safeguarding Hub (MASH) will share police information of all domestic incidents where one of our pupils has been present with the Designated Safeguarding Lead(s) in school. On receipt of any information, the Designated Safeguarding Lead will decide on the appropriate support the child requires. We record this information and store it securely with the record keeping procedures outlined in this policy.

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.

Appendix four

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

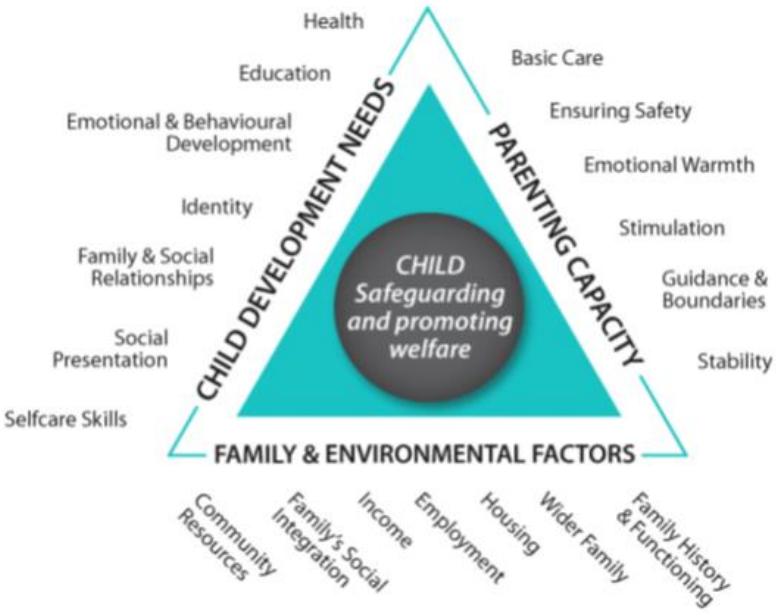
Please see Pages 7-13 of the Continuum of Need document on Safeguarding Partnership Board website

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.


Health
Education
Emotional & Behavioural Development
Identity
Family & Social Relationships
Social Presentation
Selfcare Skills
CHILD DEVELOPMENT NEEDS
Basic Care
Ensuring Safety
Emotional Warmth
Stimulation
Guidance & Boundaries
Stability
PARENTING CAPACITY
CHILD Safeguarding and promoting welfare
FAMILY & ENVIRONMENTAL FACTORS
Community Resources
Family's Social Integration
Income
Employment
Housing
Wider Family
Family History & Functioning