

## **Safeguarding and Child Protection Policy**

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Read by Staff Read by Governors Reviewed- October 2025, January 2026 To be reviewed by- January 2027
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### **Contents:**

<b>1.</b>	Introduction	3
<b>2.</b>	Important Information & Useful Contacts	5
<b>3.</b>	Safeguarding Concerns faced by Schools	7
<b>4.</b>	Aims & Objectives	8
<b>5.</b>	Key Principles & Processes	9
<b>6.</b>	Staff Responsibilities	10
<b>7.</b>	Staff with specific Safeguarding Responsibilities	21
<b>8.</b>	UNCRC Rights Respecting School	22
<b>9.</b>	Online Safety and Managing Incidents Involving Self-generated Images/Sharing Nudes and Semi-nudes	23

<b>Appendix 1.</b>	Hautlieu School Safeguarding Poster	26
<b>Appendix 2.</b>	Identifying Child Abuse Indicators of Abuse	27
<b>Appendix 3.</b>	Child on Child Abuse (including Sexual Violence & Sexual Harassment)	29
<b>Appendix 4.</b>	Flow Diagram – dealing with incidents of Sexual Violence & Sexual Harassment	31
<b>Appendix 5.</b>	Concerns about colleagues	32
<b>Appendix 6.</b>	Code of Conduct for Hautlieu Staff	33
<b>Appendix 7.</b>	Dealing with a Disclosure	36
<b>Appendix 8.</b>	Twelve Categories of Abuse-Adults	38
<b>Appendix 9.</b>	Safeguarding Incident Flow Chart	41
<b>Appendix 10.</b>	Example Risk Assessment and Safety Plan following Safeguarding Incident	42
<b>Appendix 11.</b>	Useful Links	45
<b>Appendix 12.</b>	Digital Safeguarding and Technology Use Policy	46
<b>Appendix 13.</b>	Children & Family Hub Referral	47
<b>Appendix 14.</b>	Law on knife possession in Jersey	48
<b>Appendix 15.</b>	External Agencies	49
<b>Appendix 16.</b>	Glossary of Acronyms	50

<b>10.</b>	Staff Declaration	50
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## 1. Introduction

### 1.1 Hautlieu School is committed to safeguarding and ensuring the welfare of all the school community:

- We recognise that we have a duty of care to all our students, and they have the right to be protected from harm.
- We will provide a safe and caring environment to ensure students' physical and emotional wellbeing are supported.
- We aim to create a culture where all are treated with "fairness, respect and care" (school aims) through the curriculum and the quality of personal relationships within the school community.
- We are committed to identifying any form of abuse and we will adopt a sensitive approach so students feel fully supported and secure.

**"Safeguarding and promoting the welfare of students is everyone's responsibility".**

### 1.2 Definition of safeguarding

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment.
- Preventing impairment of children's mental and physical health or Development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes. (*Working Together to Safeguard Children, 2023, UK*)

Children includes everyone under the age of 18.

Safeguarding and child protection are both about managing risk.

- Safeguarding and child protection are linked but are not the same thing. Safeguarding applies to all children and young people, and child protection applies to a group of children who have or are experiencing abuse in their lives.
- Safeguarding is based on the prevention of harm and the promotion of wellbeing, while child protection deals with identified risks.

## **2. Important information and useful contacts:**

### **Nikki Kelly**

Hautlieu School

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Deputy Headteacher Student Support and Staff Development and Deputy DSL

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**Dani Perrier**

Designated Safeguarding Officer

Children, Young People, Education & Skills

07797954714

[d.perrier@gov.je](mailto:d.perrier@gov.je)

**Natalie Elliott**

Assistant Designated Safeguarding Officer

Children, Young People, Education & Skills

07797912384

[N.Elliott@gov.je](mailto:N.Elliott@gov.je)

**Children and Families Hub**

01534 519000

[childrenandfamilieshub@gov.je](mailto:childrenandfamilieshub@gov.je)

**Out of hours Safeguarding**

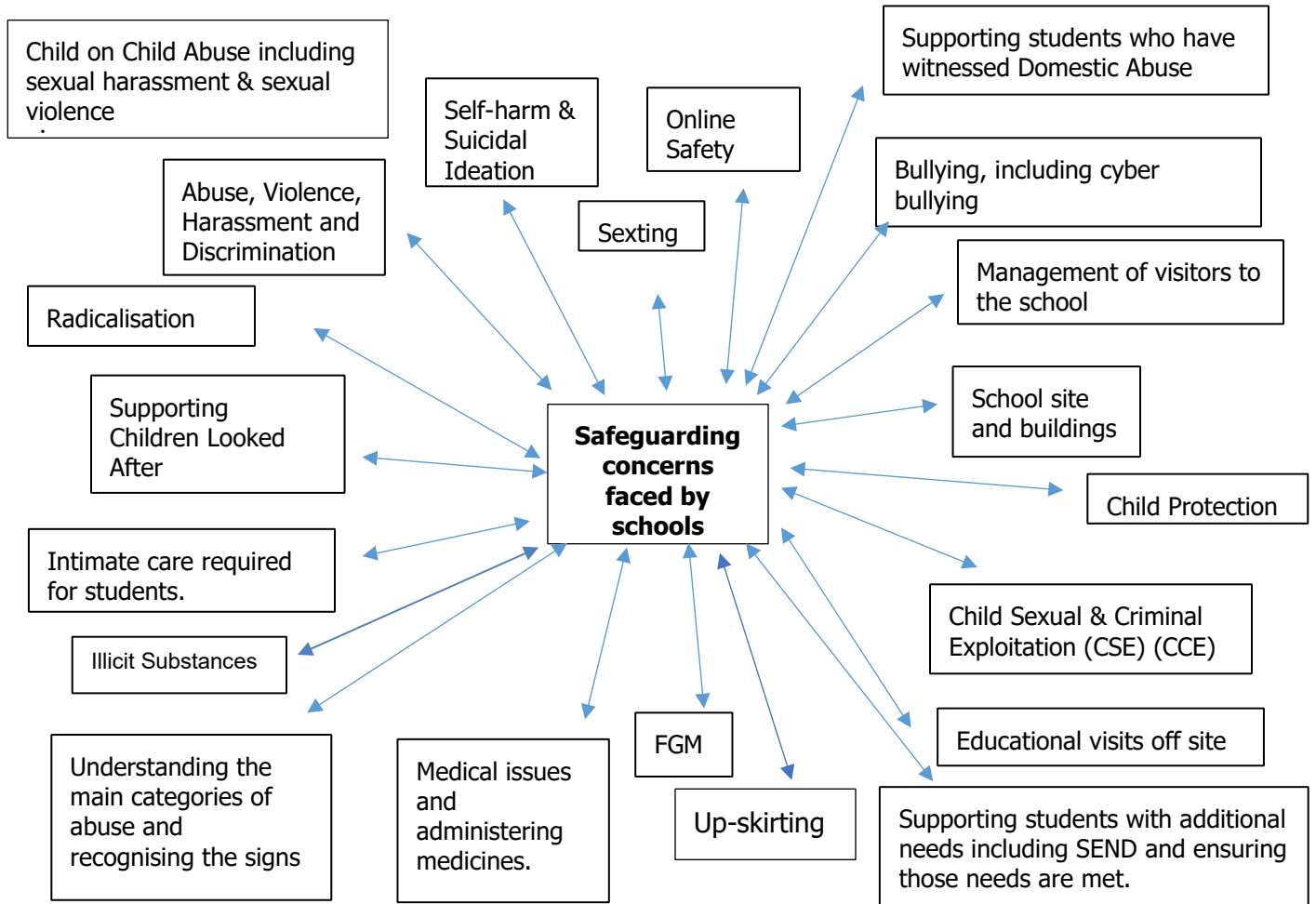
States of Jersey Police

01534 612612

In an Emergency- 999

**If you have concerns for a child or young person, please use the contacts above immediately to pass the information on.**

### 3. Safeguarding concerns faced by schools.



#### **4. Aims & Objectives:**

4.1 This policy applies to all adults, including volunteers, working in or on behalf of the school. We aim:

- To ensure that appropriate measures and practices are in place to safeguard and promote the welfare of students and staff.
- To ensure that all permanent and contracted staff give the highest priority to students' welfare.
- To ensure that all staff have received regular safeguarding training this includes statutory training and annual, regular in house updated training.
- That all staff respond appropriately to safeguarding concerns raised by a student or member of staff and take appropriate action to provide a safe environment for students and staff.
- To enable all students to have optimum life chances and enter adulthood successfully.
- To identify instances where there is concern around a student's welfare and or safety and take appropriate action to keep them safe.

4.2 This policy will be fulfilled by:

- The revision of policies annually to ensure that they meet up-to-date standards, legislation and research.
- The regular training of all staff including teaching and non-teaching staff, to ensure their responsibilities outlined within the policy are clear and statutory training completed and reviewed as required.
- Staff being knowledgeable of safeguarding policies and their responsibilities within them.
- The raising of safeguarding issues with students through regular curriculum experiences.
- A school environment where students feel safe and able to disclose and discuss their concerns.
- A safeguarding team within Hautlieu School that meets at least once every two weeks.



Hautlieu recognises that safeguarding is everyone's responsibility, but some staff have specific responsibilities as listed below in Sections 6 and 7. It must be remembered that no single individual can have a full picture of a student's needs and circumstances. Therefore, it is important that individuals involved with a particular student and family must collaborate effectively to provide the most appropriate support.

## **5. Key Principles & Processes:**

5.1 Hautlieu School follows guidance from Children, Young People, Education and Skills (Jersey)- 'Keeping Children Safe in Education'-2025

<https://www.gov.je/SiteCollectionDocuments/Education/P%20Keeping%20Children%20Safe%20in%20Education%2020250910DP.pdf>

5.2 These are the key principles of safeguarding, as stated by the Jersey Department of Children, Young People, Education and Skills which can be found in:

<https://www.gov.je/Government/Departments/Education/Pages/Policies.aspx>

and Jersey Safeguarding Partnership Guidance which can be found in:

<https://safeguarding.je/>

## **6. Staff and their responsibilities under this policy:**

### **6.1            The Designated Safeguarding Lead (DSL).**

They will:

- Be responsible for the safeguarding of young people and adults in their care.
- Be line managed by the Student Support Lead and Positive Mental Health and Wellbeing Manager.
- Line Manage the School Based Counsellor.
- Support staff, governors and volunteers to meet their safeguarding responsibilities.
- Facilitate safeguarding training for staff, governors and volunteers where appropriate including allocating necessary resources and time.
- Implement the safeguarding policy and other related policies.
- Complete training in child protection, inter-agency co-operation and online safety, updated at 2-year intervals and additional training as appropriate.
- Keep up to date with changing legislation, departmental policies and guidance.
- Manage cases, support students and staff and refer cases to the relevant agencies where appropriate, including Children and Families Hub referrals.
- Keep thorough safeguarding and child protection logs and records using MyConcern.
- Ensure that Dual-Factor Authentication for My Concern is enabled either on an appropriate mobile device or using a provided token for all staff with DSL access. This includes all Senior Leadership, the Student Support Team, the Learning Support Team and the Academic Head's of Year.
- Ensure that the Hautlieu School Safeguarding Policy is available to all staff in school and is accessible on the school website.
- Ensure that all records are maintained appropriately and securely.
- Manage and action child protection systems and procedures in line with CYPES' (Children, Young People, Education and Skills Policies) Child Protection Policy (see Appendix 10 useful links).
- Attend child protection conferences and strategy meetings or delegate attendance as appropriate.
- Attend Governor's Health and Safety and Safeguarding sub-committee meetings as required.
- Ensure that the Deputy Headteacher with the responsibility for Children In Care is regularly updated about the students.
- Ensure that students have details of external support and receive equal protection and information if they have additional and individual needs.
- Attend the weekly safeguarding team meetings and disseminate information as required.

- Share confidential information regarding the safety and wellbeing of students with staff as appropriate and required.
- Ensure that all staff receive appropriate online safety training and are updated as required.
- Ensure that there are mechanisms in place to support young people and staff facing online safety issues.
- Implement Hautlieu online safety policies and acceptable use policies.
- Assess online concerns, record actions and decide whether to involve other agencies, such as CYPES, the Police, the Jersey Internet Watch Foundation or refer to Children and Families Hub.
- Educate young people, parents and the school community to build knowledge, skills and capability in online safety.
- Only request for a website to be unblocked or application installed once a risk assessment has been completed.
- Monitor the use of the computer network and internet searches through the use of Lightspeed monitoring.
- Share details of Lightspeed alerts with appropriate others where a safeguarding concern is identified.
- Review annually the filtering and monitoring provision to assess effectiveness and to ensure policies, training and curriculum reflect emerging risks.
- Liaise with parents with regards to the safety and wellbeing of their child(ren), ensuring they are kept up to date with any concerns. Information will not be disclosed to parents where this would lead to the child being at risk of significant harm. In these circumstances, advice would be sought from the Children & Families Hub or the DSO (Dani Perrier).
- Ensure that only the Designated Safeguarding Lead or Deputy will open confidential envelopes within the student's physical file.
- Follow the Safeguarding Incident Flow Chart (Appendix 8) to support students with high-risk mental health related Safeguarding concerns.
- Follow the Flow Chart for dealing with incidents of Sexual Violence & Sexual Harassment (Appendix 4)
- Complete a Risk Assessment and Safety Plan (Appendix 9) following a high risk Safeguarding Incident, share with identified key professionals and upload it onto MyConcern.
- Update and maintain Safeguarding status on the SEN Register, which can be located on Learning Plan & Provision Map Writer ([edukeyapp.com](http://edukeyapp.com))
- Ensure that all staff are provided with updates regarding higher risk students. Updates are to be provided either in person, via email or via the Monday Safeguarding Staff Briefing update.
- Liaise closely with SENCo when investigating concerns and supporting students with SEN.

- Check that the School Central Record (SCR) is up to date on a termly basis and that all members of the community have an in date enhanced DBS check.

## 6.2 The Interim Headteacher.

They will:

- Deputise for the DSL and Deputy DSL in both their absences.
- Fulfil the responsibilities as outlined for all staff.
- Receive extensive safeguarding and child protection training as required.
- Ensure that all staff and students feel able to raise concerns about poor and unsafe practice.
- Ensure that appropriate procedure is followed when an allegation is made against a member of staff and/or DSL.
- Check that the SCR is up to date on annual basis and that all members of the community have an in date enhanced DBS check.

## 6.3 The Deputy Headteacher (Student Support and Staff Development).

They will:

- Deputise for the DSL and Deputy DSL in both their absences.
- Fulfil the responsibilities as outlined for all staff.
- Receive extensive safeguarding and child protection training as required.
- Ensure that all staff and students feel able to raise concerns about poor and unsafe practice.
- Maintain accurate notes of the main points and action points of the Governor's Health and Safety and Safeguarding sub-committee meetings.

## 6.4 The Deputy Headteacher (Curriculum and Staffing).

They will:

- Line manage the Business Manager to maintain the SCR for all members of the Hautlieu community.

- Ensure that when recruiting staff all mandatory aspects of the SCR including identity checks, maintaining the database of dates of the latest DBS checks, DBS renewal dates, professional qualification checks, right to work in the UK/Jersey and overseas check as relevant are completed.

#### 6.5 The Business Manager will:

- Ask all candidates to bring to interview relevant documentation for the SCR checks to be completed.
- Add new members of the community to the SCR.
- Check when staff require an enhanced DBS update, ensure that they complete the on-line application process, take a note of their certificate number and update the SCR when completed.

#### 6.6 The Student Support Lead and Positive Mental Health and Wellbeing Manager.

They will:

- Line manage the DSL and EWOs.
- Deputise for the DSL in their absence.
- Fulfil the responsibilities as outlined for all staff.
- Receive extensive safeguarding and child protection training as required

#### 6.7 Senior Leadership Group (SLG).

They will:

- Recruit via the official safe recruitment process.  
Assume the responsibility of Designated Safeguarding Lead in the absence of the DSL, Deputy DSL, Headteacher and Deputy Head Teacher.
- Ensure appropriate risk assessments for on-site and off-site activities have been undertaken by the Trip Leader.
- Fulfil the responsibilities as outlined for all staff.
- Consider safeguarding implications before a decision is made to send a student home from school for behavioural reasons or non-compliance with rules.

## 6.8 All staff.

They will:

- Read and adhere to this policy and sign to declare it has been read (via MyConcern).
- Sign in and out at reception if arriving at or leaving school premises during school hours.
- Wear their named, individual designated blue 'Hautlieu' lanyards at all times while on the school site.
- Be responsible for the safety and wellbeing of the students in their care.
- Not bring any item into school that could be seen as a weapon, with or without the threat of harming others (appendix 14)  
This excludes tools and equipment that are specific to a subject area, that have been provided for the purpose of learning.
- Be aware of their responsibilities to be alert to signs of abuse and neglect (see Appendix 2 for outline of categories of abuse and signs to be aware of).
- Follow the correct process and procedure on how to report a safeguarding concern to the DSL following a concern or disclosure (see Appendix 7 for procedure).
- Inform the office via email ([office@hautlieu.sch.je](mailto:office@hautlieu.sch.je)) if they have a known visitor coming into school and what colour lanyard they should be issued with. If there is any doubt, the office team will issue a red lanyard.
- Challenge visitors to the school if they are not wearing a lanyard and it is unclear why they are on the premises.
- Challenge students or any young person on site who is not wearing a lanyard.
- Receive annual in-house training to enable them to meet their responsibilities.
- Receive level one Child Protection training, updated at 2-year intervals.
- Read CYPES guidelines 'Keeping Children Safe in Education' at least annually and when it is reviewed, sign to declare that it has been read using MyConcern.
- Be provided with the name and contact of the school's Designated Safeguarding Lead, Deputy DSL (and their designates in case of absence).
- Ensure that students are aware of their right to be safe and have the opportunity to raise any concerns.
- Engender an environment where students treat all members of the Hautlieu community with respect.
- Ensure that they oversee and monitor the safe use of technology when students are in their care and take action immediately if they are concerned about wellbeing.
- Report all online safety concerns, including inappropriate content, cyberbullying, grooming, security breaches or data loss, immediately to the DSL/GDPR Lead.
- Not investigate devices, and should secure devices or content, preserve evidence and inform the DSL/GDPR Lead
- Teach students to recognise dangers and harmful situations and to know the preventative actions that they can take to keep themselves safe.

- Use a range of strategies to promote safeguarding so students know how to keep safe.
- Recognise that students with SEN or certain medical or physical health conditions can face additional safeguarding challenges both online and offline.
- Hautlieu School continues to be responsible for the safeguarding of students that may access Alternative Provisions and will continue to be responsible for those student's needs.
- Recognise that students who are transgender, questioning or gender diverse, while a small group within a school community, are potentially a vulnerable one.  
<https://www.gov.je/SiteCollectionDocuments/Education/P%20Equalities%20in%20Education%20Policy%2020250317PS.pdf>
- Ensure that home visits, where required, will always be conducted by two members of staff, even if a parent is present. The second professional may be from another agency if appropriate, for example EWO and a Social Worker.
- Ensure that their own vehicles are insured for business use if they are transporting students. Two members of staff will accompany a student if they need to be transported in a staff vehicle. Parents will be notified, and the student should be seated in the back of the car. (In an emergency or unavoidable situation, a student may be accompanied by only one member of staff – a parent, SLG & DSL MUST be notified as soon as is practical).
- Inform the DSL or Headteacher if they witness another member of staff in a compromising position / situation.
- Adhere to the Digital Safeguarding and Technology Use Policy, (see Appendix 12).
- Only send responses to students by email between 7am and 6pm Monday to Friday, using only school email addresses.
- Inform the school of any prior relationship with a student. (ie: this could be a relative, family friend, neighbour, outside club member). The format for declaring a prior relationship will be communicated by the DSL.
- Not arrange to meet with current students in a social capacity, invite students to their own homes or share personal contact details, unless they have had a declared prior relationship (as above) where it is appropriate to do so. It is recognised that there may be occasions where there is inadvertent interaction (e.g. a student serving in a shop or restaurant) .
- Not maintain contact with former students, until they are 21 years or older, unless they have had a declared prior relationship (as above) where it is appropriate to do so. (A staff member may have professional contact and respond to an email from a former student in line with role responsibilities, if it is (for example) to inform on progress at University/work or to request information specific to their education, request a reference for an application, bursary payments, subject access request-this must be in line with the Staff IT Acceptable Use policy).

The above are to mitigate any risks and concerns, and to protect the safety and welfare of both students and staff. This will offer some protection should an accusation be made.

6.9 The Teacher in Charge of DEC!. They will:

- Ensure that parental permission is received prior to DEC! students making contact with members of the construction industry for part-time jobs.
- Ensure that members of the construction industry communicate with students using their work email and the students' Hautlieu email address and vice versa.
- Ensure that members of the construction industry working DIRECTLY with the students have a current enhanced DBS check.
- Note: If the student is working within a team, there should be a named person that has a DBS check that would have responsibility for the student while working with other staff that haven't.
- Ensure that if a site visit is arranged the students will be accompanied by a teacher(s).
- If the student is on a work placement, the same processes and risk assessments as on a Work Experience (Trident) placement will apply.

6.10 External teachers teaching at Hautlieu School (ie: Jersey Music Service, Enrichment Session Providers).

They will:

- Ensure that they have all required documentation expected of registered providers.
- Ensure that they have read and agreed to the Hautlieu's Safeguarding Policy.
- Ensure that have been given necessary information that would usually be shared with a classroom teacher, for example health care plans, SEN needs and safety plans.
- Raise any Safeguarding concerns that they have regarding students directly with the DSL or Deputy DSL.
- Share relevant safeguarding information with the provider's DSL.
- Ensure that student absence is reported to the school office at the START of the lesson.

6.11 The Hautlieu Governing Body and specifically the Sub-Committee with responsibility for Safeguarding and Health and Safety. They will:

- Ensure that they have a current enhanced DBS check that is updated on a 3 year cycle.
- Have an awareness of the school's Safeguarding policy through annual DSL updates.
- Complete 'Safeguarding for Governors Training' and a refresher course every two years.

6.12 In the case of Data Protection, Hautlieu School will:

- Register with the Information Commissioner annually as a data controller.
- Ensure that all staff are aware of the data protection Law and ensure that all personal and sensitive data is processed securely and within the law.



- Report incidents involving data protection, such as personal data breaches, to the GDPR Lead without delay, who will then follow the Data Protection Policy
- Ensure that written permission from a parent has been obtained before publishing a picture of a student at Hautlieu School.
- Update the Data Protection Policy at least annually to meet current guidelines and safeguard all members of the school community.

#### 6.13 Administrative staff will:

- Seek and obtain school records from the previous school of a transferring student.
- Ensure that student files are stored securely in the school building.
- When a student leaves Hautlieu, transfer all school records (including sensitive files, in discussion with the DSL) to the destination school in a secure manner.
- Adhere to the retention schedules for storing and destroying data and will not destroy any information until the retention period has expired.
- Ensure that a student's school record remains at Hautlieu School if they have not transferred elsewhere until they are 25 years old.
- Attend regular child protection training along with all staff.
- Ensure visitors who arrive at reception sign in, are given the appropriate red or green lanyards and signposted to the school safeguarding notice to read. If in doubt, a red lanyard will be issued.

#### 6.14 ICT Technicians will:

- Deploy and maintain filtering and monitoring systems that block illegal or harmful content while allowing access for teaching and learning
- Ensure systems are secure, updated and configured to minimise vulnerabilities
- Support regular reviews and provide reports to Senior Leadership
- Liaise with the DSL/SLG when changes are required or incidents occur
- Meet the minimum standards set out in CYPES Technology Standards

#### 6.15 Attendance Manager will:

- Work with the Attendance administrator to monitor attendance and follow up unexplained and unauthorised absence speedily and rigorously.
- Refer all cases of concern to the DSL and/or Education Welfare Officer, where appropriate.

#### 6.16 SLG in charge of site, along with the Site Manager will:

- Ensure that premises are maintained to a high standard.

- Ensure that all staff know how to cope with critical incidents or emergencies such as fire. The policy for critical incidents can be located in Departments/admin/ policies.
- Keep thorough records of health and safety incidents and issues.
- Ensure that appropriate site security arrangements are in place.

#### 6.17 Parents and carers should:

- Work in partnership with Hautlieu School to ensure the wellbeing of their child and others.
- Be aware of who Hautlieu School's Designated Safeguarding Lead and Deputy Designated Safeguarding Leads are, and be vigilant, raising any concerns they may have about a student's safety with Hautlieu School staff and appropriate agencies.
- Make an appointment to meet with a member of staff. To follow the same procedure as above, then wait in reception in clear view of the administration team until collected by the member of staff.
- Be aware that all email communication between staff, parents and students will only take place between the hours of 7am and 6pm Monday to Friday. Emails will not be responded to outside of this time.

#### 6.18 Students should:

- Wear their named, individual designated 'Hautlieu' lanyards at all times while on the school site, (these can be removed during practical PE lessons and during physical activity on the 3G pitch during breaks).
- Help to create an environment where others are respected and valued in the Hautlieu School community and the community in general.
- Sign in and out at reception if arriving at or leaving school premises during school hours with the exception of Key Stage 5 students who are permitted to leave school site if they do not have a lesson during Period 4 and/or 5.
- Report any unknown visitors not wearing a lanyard to reception.
- Raise any concerns they may have for their own or peer's wellbeing with a trusted adult.
- Not bring any item into school that could be seen as a weapon, with or without the threat of harming others (appendix 14)
- Communicate with members of the construction industry (DEC! students) only using their school email.
- Be aware that all email communication between staff, parents and students will only take place between the hours of 7am and 6pm Monday to Friday. Emails will not be responded to outside of this time.

### 6.19 Visitors will:

- Come to the main office entrance.
- Report to school administration team.
- Sign in/out the visitors' book.
- Visibly wear a visitor's or guest badge/lanyard for the duration of the visit.
- Read the school's safeguarding notice and social media advice.

### 6.20 Safeguarding Young Adults

We recognise that our duty of care to all our students extends to those that become 18 (legally an adult) while still completing their education at Hautlieu School.

This is the age at which a young person gains control over their own actions and affairs and becomes responsible for the decisions they make.

Following guidance from Children, Young People, Education and Skills (Jersey)- 'Keeping Children Safe in Education'-2024, all relevant staff with responsibility to SPOR will attend Adult Safeguarding Foundation Training, as a minimum, and will be aware of the Jersey Multi-Agency Adult Safeguarding Policy and Procedures

<https://www.proceduresonline.com/jersey/adults/>

#### Defining an Adult at Risk

An adult at risk refers to any adult aged 18 or over who

- Has care and support needs (irrespective of whether such needs are being met)
- Is experiencing, or is at risk of, abuse or neglect
- Is unable to protect themselves because of their care and support needs
- An adult with care and support needs may be
  - A person with a physical disability, a learning difficulty or a sensory impairment
  - Someone with mental health needs
  - A person with a long-term health condition
  - Someone who misuses alcohol or substances to the extent that it affects their ability to manage day-to-day living
  - Someone who is unable to demonstrate the capacity to make a decision relating to their safety and is in need of care and support

#### Duty of Care and Consent for 'adults at risk'

All concerns will be reported on My Concern to be followed up by the DSL, or deputy DSL in their absence, as with students under the age of 18.

If an adult student needs extra support and/or is experiencing, or is at risk of, being abused and is unable to protect themselves, the DSL will make a referral to the Single Point of Referral (SPOR) <https://safeguarding.je/report-a-concern/>

Consent has to be gained unless there is concern over capacity, risk to others or duty of care.

Everyone over the age of 16 is assumed to have capacity.

Empowering adult students involves a proactive approach to seeking consent and maximising their involvement in decisions about their care, safety and protection, and this includes decisions regarding whether to raise a safeguarding concern.

A SPOR enquiry is not always dependent on the consent of the adult once it has been established that they are at risk of abuse (Categories of Abuse (Adult): Appendix 8) and unable to protect themselves.

Anything done on behalf of a person must be done in their best interests.

#### 6.21 Safeguarding at Oakfield Sports Centre

When staff are using Oakfield they must ensure that;

- The changing rooms and entrance area are checked prior to letting students in the building.
- Where possible, a member of staff is present around the reception area during the start of the lesson/when students are in the changing rooms. If this is not possible students are aware of where the member of staff is.
- Remote supervision of changing rooms takes place when students are changing or placing belongings in the changing rooms.
- All students are out of the changing rooms and the changing rooms are locked during the sessions.
- Students do not return to the changing rooms during the session, unless in an emergency. Students use the disabled toilet or go in pairs to the male/female toilets in the Sports Hall building during the session if needed.
- Students are supervised at all times whilst accessing the Oakfield facility.
- If a student is late to the lesson after all students have left the changing rooms and the lesson has started, for example after a peripatetic Music lesson, then they must go to School Office to ask for the PE team to be contacted by radio so that a member of the PE team can grant them access through the fob enabled doors. If the student is not able to gain access then they are to return to the main school office for further support.
- Any members of the public who enter the building, or who are around the building during the school day, are challenged and asked to report to the Active Office if they do not have relevant identification.

- All students are out of the changing rooms and the building at the end of the session prior to staff leaving the building.
- The changing rooms are locked when leaving, and, where possible, the fob access doors are securely closed when exiting.
- If using the key or fob from reception, this is placed back into the relevant box at the end of the session.
- They inform the HOD, Site Manager or SLG of any immediate safeguarding concerns via telephone or radio. All safeguarding concerns are then also be logged on MyConcern as soon as possible when staff return to the main school building.

## 7. Staff with specific responsibilities in relation to this policy:

Interim Headteacher	Kate Blackhall	<a href="mailto:k.blackhall@hautlieu.sch.je">k.blackhall@hautlieu.sch.je</a>
Designated Safeguarding Lead	Nikki Kelly	<a href="mailto:n.kelly@hautlieu.sch.je">n.kelly@hautlieu.sch.je</a>
Student Support Lead and Mental Health & Well-being Manager/Deputy Safeguarding Lead	Louise Kedge	<a href="mailto:l.kedge@hautlieu.sch.je">l.kedge@hautlieu.sch.je</a>
Deputy Safeguarding Lead	Claire Jackson	<a href="mailto:c.jackson@hautlieu.sch.je">c.jackson@hautlieu.sch.je</a>
E-Safety Officer	Nikki Kelly	<a href="mailto:n.kelly@hautlieu.sch.je">n.kelly@hautlieu.sch.je</a>
Attendance Manager	Derek John	<a href="mailto:d.john@hautlieu.sch.je">d.john@hautlieu.sch.je</a>
Site Manager	Paul McIntyre	<a href="mailto:p.mcintyre@hautlieu.sch.je">p.mcintyre@hautlieu.sch.je</a>
SENCo	Orla Priestley	<a href="mailto:o.priestley@hautlieu.sch.je">o.priestley@hautlieu.sch.je</a>
EWO	Jody Stoddart	<a href="mailto:j.stoddart@hautlieu.sch.je">j.stoddart@hautlieu.sch.je</a>
EWO & Health Plans	Ell Mason	<a href="mailto:e.mason@hautlieu.sch.je">e.mason@hautlieu.sch.je</a>
Counsellor	Judy Cornwall	<a href="mailto:j.cornwall@hautlieu.sch.je">j.cornwall@hautlieu.sch.je</a>
GDPR	Ros Martin	<a href="mailto:r.martin@hautlieu.sch.je">r.martin@hautlieu.sch.je</a>
Teacher in charge of DEC!	Si Forestiero	<a href="mailto:s.forestiero@hautlieu.sch.je">s.forestiero@hautlieu.sch.je</a>
ICT Manager	Dan Winder Lee Bourgoise	<a href="mailto:d.winder@hautlieu.sch.je">d.winder@hautlieu.sch.je</a> <a href="mailto:l.bourgoise@hautlieu.sch.je">l.bourgoise@hautlieu.sch.je</a>

### 7.1 Responsibilities

- Monitoring – Claire Jackson
- Evaluating – SLG
- Policy Overview – SLG and Governors
- Circulation – All staff
- Policy maintenance - Nikki Kelly (DSL)

## **8. Links to UNCRC - Rights Respecting Schools:**

### **This policy links to the following UNCRC articles:**

Article 1: Everyone under 18 has all of these rights

Article 2: You have the right to protection against discrimination. This means that nobody can treat you badly because of your colour, sex or religion, if you speak another language, have disability, or are rich or poor

Article 3: All adults should always do what is best for you

Article 9: You have the right to live with your parents, unless it is bad for you

Article 19: You have the right to be protected from being hurt or badly treated.

Article 26: You have the right to help from the government if you are poor or are in need

Article 34: You have the right to be protected from sexual abuse

Article 36: You have the right to protection from any other kind of exploitation

Article 37: You have the right not to be punished in a cruel or hurtful way

Article 42: All adults and children should know about this convention. You have a right to learn about your rights and adults should learn about them too.

## **9. Online Safety and managing incidents involving self-generated images /sharing nudes and semi-nudes**

Online safety is a significant area for safeguarding whether it is at school, home or in the community.

The use of technology has become a significant component of many safeguarding issues.

Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

An effective approach to online safety empowers Hautlieu School to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- contact: being subjected to harmful online interaction with other users; for example:  
peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and nonconsensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying.
- commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Hautlieu School will ensure that all students are taught how to keep themselves safe online through the curriculum in IT, PSHE, mentor time, and assemblies.

Parents will be given regular updates via email and the school website on how to keep their children safe online. This will include up to date, relevant information from websites.

Any incidences of bullying and/or harassment will be investigated fully, and parents of all parties will be made aware. The police will be informed if any laws have been broken.

Any incidents of sexting will be reported to the DSL for further investigation.

The production and distribution of sexting images involving anyone under the age of 18 is illegal and needs very careful management for all those involved.

School staff will seek advice - reporting to the Designated Safeguarding Lead via normal child protection procedures.

They will confiscate a device where possible and set it to flight mode or switch it off.

They will:

- Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal

Note: In exceptional circumstances, it may be necessary for the DSL (or equivalent) only to view the image to safeguard the child or young person. That decision should be based on the professional judgement of the DSL (or equivalent).

- If a member of staff has already viewed the imagery by accident (e.g. if a student has showed it to before being asked not to), they will report this to the DSL (or equivalent) and seek support.
- Not delete the imagery or ask the young person to delete it.
- Not say or do anything to blame or shame any young people involved.
- Explain to the student that it needs to be reported and reassure them that they will receive support and help from the DSL (or equivalent).

The Designated Safeguarding Lead will record all incidents of sexting, including both the actions taken as well as the actions not taken and give justifications, and manage the situation accordingly.

In all situations, parents or carers will be:

- given information about the sharing of nudes and semi-nudes, what they can expect to happen next, and who will be their link person within the school
- given support to deal with their own feelings of upset and concern including signposting to further resources that can help them to understand the sharing of nudes and semi-nudes or support services they can contact, where appropriate
- given support on how to speak to their child about the incident
- advised on the law around the sharing of nudes and semi-nudes



- informed about sources of support for their child, in case they are feeling anxious or depressed about what has happened.

Parents/carers whose child has had their nudes or semi-nudes shared publicly will be supported and advised to:

- stay calm and refrain from getting angry with their child
- help their child delete images from social media accounts (included from cloud photo backups) if they have uploaded them themselves
- support their child use the IWF and Childline's Report Remove tool to report an image that has been shared online: [www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobilesafety/sexting/report-nude-image-online/](http://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobilesafety/sexting/report-nude-image-online/). They can also help their child to use NCMEC's Take It Down tool to help them remove or limit the spread of nudes or semi-nudes that have been shared online: <https://takeitdown.ncmec.org>.
- report sexual images on individual sites to get them taken down. If the image has been shared via a mobile, they can contact the mobile phone operator to have a mobile number changed.

## Appendix 1



### Hautlieu School – Safeguarding

*An important notice to all staff, students and visitors. Hautlieu School  
- 736242*

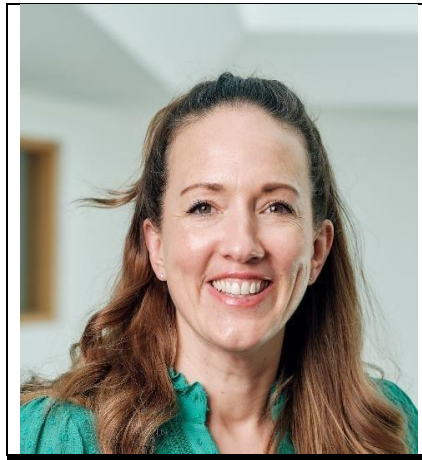
“Hautlieu School is committed to Safeguarding and ensuring the welfare of its students and staff. We recognise that everyone within Hautlieu School has a duty of care to all students, who have the right to be protected from harm. We provide a safe and caring environment to ensure students’ physical and emotional wellbeing are supported.”

If you have any concerns about the physical or emotional wellbeing of a student at Hautlieu School, you must share this information with an appropriate member of staff straight away.

Do not be concerned if you feel it may be a trivial matter, any concern should be shared.

If you think matter is very serious and might relate to a child protection concern, e.g., physical, sexual, emotional abuse or neglect, you must talk to the Designated Safeguarding Lead (DSL) Mrs Nikki Kelly or the Student Support Lead and Deputy DSL, Mrs Louise Kedge.

If you are unable to contact them, please ask the office for a member of the Senior Leadership Group.



**Designated Safeguarding Lead**

**Mrs Nikki Kelly**

[n.kelly@hautlieu.sch.je](mailto:n.kelly@hautlieu.sch.je)

**Student Support Lead and (Deputy DSL)**

**Mrs Louise Kedge**

[l.kedge@hautlieu.sch.je](mailto:l.kedge@hautlieu.sch.je)

“Hautlieu School is committed to identifying any form of abuse or emotional harm, and we thank you for supporting us in safeguarding the students and staff.”

## Appendix 2

### Identifying Child Abuse

Main categories of abuse and signs to look out for:

Staff must develop a sensitive awareness as to how to identify possible child abuse. Changes in a student's behaviour, increasing challenging behaviour and awareness of personal and family circumstances and lifestyles may suggest that a student is being abused. For example:

- Living in a domestic abuse situation
- Affected by parental substance misuse
- Living away from home – Children In Care (CIC)
- Living in chaotic and unsupportive home situations
- Identified vulnerability to discrimination and maltreatment on the grounds of ethnicity, religion or sexuality
- Child Sexual Exploitation
- Female Genital Mutilation

The four main categories of abuse are defined as the following:

**Physical** – this may involve hitting, shaking, throwing, poisoning, scalding, drowning and suffocating. It can also be when a parent or guardian deliberately induces illness.

**Emotional** – this can involve young people being made to feel worthless, unloved or inadequate. Such emotional maltreatment can be produced by bullying, the prevention of normal social interaction as well as over-protection.

**Sexual**- this involves enticing or forcing a young person to take part in sexual activities. This could involve penetrative and non-penetrative acts and/or watching or being involved in the production of pornography.

**Neglect** – This is when a parent or guardian fails to provide adequate food, clothing or shelter. This can occur when a young person is excluded from their home or exposed to physical and emotional harm due to inadequate supervision by parent or guardian.

### Indicators of Abuse

Abused young people can exhibit consequential physical signs. Often young people will go to great lengths to hide these signs because they are ashamed or embarrassed or they have been threatened by their abuser.

It is also difficult without medical training to determine whether physical injuries and signs are caused by genuine accidents or abuse. In these circumstances staff need to take into account the behavioural indicators indicated above. If in doubt staff should always report the matter to the DSL and not investigate the issue themselves.

The physical signs of abuse can be:

- Bruises, bleeding, burns, fractures, etc
- Signs of pain or discomfort
- Keeping arms and legs covered even in warm weather
- Concerned about changing for PE
- Looks unkempt and uncared for
- Have difficulty in making or sustaining friendships
- Appear fearful
- Self-harm
- Attendance and punctuality problems
- Change in behaviour
- Challenge authority
- Uninterested in schoolwork
- Signs of drugs/alcohol misuse
- Listless and distant
- Flinch from physical contact
- Display sexual knowledge or behaviour beyond their years

At Hautlieu School we do not assume that indicators of possible abuse such as behaviour, mood or injury relate to a student's SEN without further exploration.

At Hautlieu School we are working in partnership with States of Jersey Police and Children's Social Care 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) as part of the Children and Family Hub, 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 3**

### **Child on Child Abuse - including Sexual Harassment & Sexual Violence**

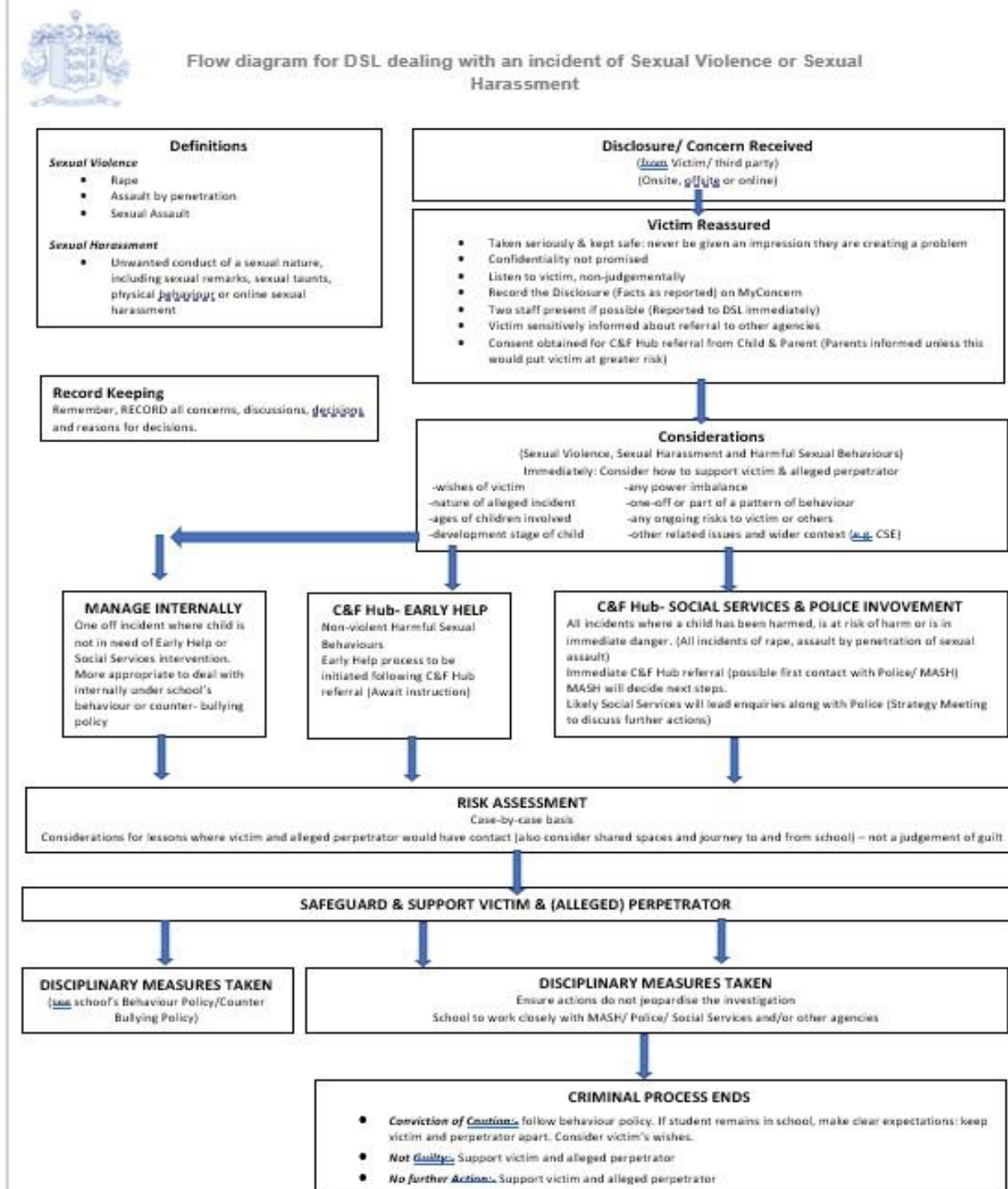
Child on child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Abuse in intimate personal relationships between peers;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- 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;
- Consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- Up-skirting, 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).
- Students who are gay, lesbian, bisexual, transgender or questioning (LGBTQ+), or perceived to be, may be at greater risk of harm. Whilst being LGBTQ+ in itself doesn't put them at greater risk, they may be targeted by their peers or may not have a trusted adult they can talk to.
- Students with special educational needs or disabilities can be more prone to peer group isolation or bullying (including prejudice-based bullying) than other students. Equally they may be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.

**Staff should be aware of the importance of:**

- Challenging inappropriate behaviours;
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- DSL will use the Flow chart shown below to deal with incidents of Sexual Violence or Sexual Harassment. (Appendix 4)

## Appendix 4 Flow Diagram- Sexual Violence or Sexual Harassment



## Appendix 5

### Concerns about colleagues

Staff who are concerned about the conduct of a colleague towards a student are undoubtedly placed in a difficult situation. They may worry that they have misunderstood the situation, and they will wonder whether a report could jeopardise their colleague's career.

However, all staff must recognise that the welfare of the student is paramount and that any such concerns **must** be reported to the Headteacher, or the Deputy in their absence. If the allegation is against the Headteacher, only the Designated Safeguarding Officer for CYPES and Human Resources (HR) Case Management in People and Corporate Services, should be informed.

In the event that an allegation is made against a member of staff or volunteer, Hautlieu will follow CYPES Guidance for the Management of Allegations Against Staff Policy.

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



## **Appendix 6.**

### **CODE OF CONDUCT FOR HAUTLIEU STAFF**

#### **A. Introduction**

In seeking to uphold the best interests of students, staff must be mindful of their position of trust. This Code of Conduct is intended to assist Hautlieu staff in respect of the complex issue of child abuse, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct. It is based upon point 15 p 7-8 in the Government of Jersey Terms & Conditions of Service for Teachers.

#### **B. Code of Conduct**

##### **1. Private Meetings with Students:**

- (a) Staff should be aware of the dangers which may arise from private interviews with individual students. It is recognised that there will be occasions when confidential interviews must take place. As far as possible, staff should conduct such interviews in a room with visual access, or with the door open
- (b) Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. It may be necessary to use a sign indicating that the room is in use, but it is not advisable to use signs prohibiting entry to the room
- (c) In such interviews there should be an appropriate distance between teacher and student
- (d) Where possible another student or (preferably) another adult should be present or nearby during the interview, and staff should take active measures to facilitate this
- (e) A single student should not be placed in Supervised Study/Homework Club on his/her own unless another member of staff is in the vicinity
- (f) A teacher should avoid travelling alone in a vehicle with a student. Where this is unavoidable, another teacher should be told, the parents notified, and the student should be seated in the back of the car. Teachers (who wish to transport students) should ensure that their own vehicles are insured for business use

## 2. Contact with Students

- (a) As a general principle, staff are advised not to make unnecessary physical contact with students
- (b) For example in the coaching and playing of sports and in the demonstration of associated skills, physical contact should be avoided. Staff should refer to UK national governing body guidelines and discuss with the headteacher if concerns arise. Staff should be aware that such physical contact is open to misinterpretation by a student, parent or other casual observer
- (c) Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to the DSL
- (d) Physical restraint of students should not be used except in extreme cases and only to prevent a student causing injury to himself/herself or to others. In such instances, only the minimum necessary contact must be used as defined by the Hautlieu Restraint Policy
- (e) With regard to particular circumstances, such as use of areas like the changing rooms, the relevant HOD should draw up and publish accepted guidelines for use
- (f) Staff who have to administer first-aid to a student should ensure wherever possible that this is done in the presence of another adult or other children. However, no qualified member of staff should hesitate to provide first-aid in an emergency simply because another person is not present
- (g) Staff should be particularly careful when supervising students in a residential setting, or in approved out of school activities, where more informal relationships tend to be usual and where staff may be in proximity to Students in circumstances very different from the normal school/work environment
- (h) Staff should only contact students through the school's communication systems of telephones, e-mails, etc. They must not use their personal telephones, emails, social media sites, etc

## 3. Teaching and the Choice and Use of Appropriate Materials

- (a) A teacher should not repeatedly persist with using an excessively loud voice nor constantly criticise a student
- (b) A teacher should never make sexually suggestive or inappropriate comments, even in jest
- (c) Teachers should avoid using teaching materials, the choice of which might be misinterpreted

- (d) When using teaching materials of a sensitive nature a teacher should be mindful of the potential implications towards students
- (e) If in doubt about the appropriateness of a particular teaching material, the teacher should consult with their HOD and if further guidance is required then the DSL before using it

#### 4. Relationships and Attitudes

- (a) Staff will treat all students with fairness, respect and care
- (b) In order to avoid bringing the Government of Jersey into disrepute all staff will set a good example by conducting themselves appropriately
- (c) Both within the school and outside, staff should ensure that their relationships with Hautlieu students are appropriate to the age and maturity, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when staff are dealing with adolescents.
- (d) The CYPES Department Child Protection policy clearly provides guidelines for Staff  
<https://www.gov.je/sitecollectiondocuments/education/p%20child%20protection%20policy%2020160629%20sdm.pdf>
- (e) It also refers particularly to the unacceptable use of modern technology such as the internet, video and photography

#### **C. Conclusion**

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff interrelate with children and young people, or where opportunities for their conduct to be misconstrued might occur. However, it is the professional duty of all teaching staff not to bring the education service into disrepute by their actions within or outside school. If, any suspicions of abuse or inappropriate behaviour by a colleague either in or outside school are witnessed they must always be reported to the DSL

## Appendix 7.

### **Dealing with a Disclosure of Abuse**

All staff have the responsibility to identify those students who are or may be experiencing abuse or neglect and any disclosure made by a child must be listened to, taken seriously and managed with extreme sensitivity. On no account should teachers or other adults make suggestions to the child of alternative explanations of their disclosure or worries or 'investigate' the disclosure.

Staff should also be aware that students might not be ready or know how to tell someone about abuse they've experienced or recognise that their experiences are harmful. Students might be embarrassed, humiliated or threatened not to tell anyone about their abuse. Their vulnerability, disability, sexual orientation or any language barriers could also be reasons why they don't tell someone about their experiences. **These barriers shouldn't stop you being professionally curious and sharing any concerns you have about a child with the designated safeguarding lead (DSL).**

### **Consultation**

Any concerns held by staff should be discussed in the first instance with the Designated Safeguarding Lead, the Headteacher, or their deputy in their absence, who will advise or take responsibility for what action should be taken. It is important that concerns held by professional staff are properly shared and evaluated in order that appropriate action to safeguard the welfare of students can be taken.

**Always ask if you are unsure whether something is safeguarding or not. Do not hold on to information.**

All Safeguarding concerns should be reported on MyConcern

### **Guidance on completing a Concern Form on MyConcern**

It is important that concern forms are fully completed in a timely manner. Full details are essential. To help the DSL respond appropriately, please follow the guidance below.

When a student presents you with a safeguarding concern please:

- Stay Calm
- Listen non-judgementally without displaying shock or disbelief, and accept what they are saying.
- Allow the young person to talk freely
- Reassure the young person that they are doing the right thing by speaking with you and explain what you will do with the information.
- Tell the young person that it is not their fault
- Record the information
- Do not agree to keep anything a secret
- Do not criticise the person alleged to have caused harm
- Locate the DSL immediately, if she is not available, inform the Deputy DSL or a member of SLG to inform them of the safeguarding concern
- As soon as you can after, submit a concern form on **MyConcern**
- Make sure the disclosure or concern is given in detail, in the student's own words, and do not include your own opinions
- Be curious when you 'don't think or feel something is quite right' with a student.
- Always use open questions, such as - TED (Tell, Explain, Describe)
- Once a disclosure is made, and you have information which you feel may be a Safeguarding Concern, (information to suggest abuse may have taken place) do not try and investigate it yourself (Do not ask any further questions regarding the disclosure).
- Do not record what other people have told you, only what the student has said
- My Concern records can be used as evidence in legal proceedings, so they must be complete and accurate.
- If you record any information on paper initially please ensure this is given to the DSL, dated and signed
- Clear indications or disclosure of abuse must be reported to the Designated Safeguarding Lead (DSL) or a member of SLG without delay. They will pass any relevant information on to the Children and Family Hub, or a known Social worker for that student.

### **Disclosure Outside of the School Day**

Should a disclosure arise/occur outside of the school day e.g. an email sent by a student disclosing a concern or an immediate safeguarding risk, then the Police should be contacted and the concern raised with them (Telephone: 612612 or 999 in an emergency).

The DSL should be informed as soon as possible and the concern should then be logged on MyConcern, with contacting the police listed as an action point alongside all other action taken.

### **Reporting a Safeguarding Concern when My Concern and/or ICT is down**

If staff are unable to access My Concern, a paper copy of a reporting form must be completed.

These are located in Central Administration in the DSL pigeonhole.

This form should be completed with the same detail that would be included on My Concern.

The form should be handed directly to the DSL, or Deputy DSL/SLG in the absence of DSL.

## **Appendix 8**

### **Twelve Categories of Abuse-Adults** (Safeguarding Partnership Board Jersey)

#### **Physical Abuse**

The non accidental infliction of physical force that results (or could result) in bodily pain, injury or impairment.

#### **Sexual Abuse**

The direct or indirect involvement in sexual activity without consent.

#### **Psychological abuse**

Behaviour that has a harmful effect on the adult at risk's emotional health and development.

#### **Financial or Material Abuse**

Financial abuse is the use of a person's property, assets, income, funds or any other resources without their informed consent or authorisation.

#### **Neglect or acts of omission**

Neglect is the failure of any person who has responsibility for the charge, care or custody of an adult at risk to provide the amount and type of care that a reasonable person would be expected to provide.

Neglect can be intentional or unintentional.

#### **Discriminatory Abuse**

Discriminatory Abuse exists when values, beliefs, or culture result in a misuse of power that denies opportunity to some groups or individuals. It can be a feature of any form of abuse of an adult at risk, but can also be motivated because of age, gender, sexuality, disability, religion, class, culture, language, and 'race' or ethnic origin.

### **Institutional Abuse**

Institutional abuse is the mistreatment, abuse or neglect of an adult at risk by a regime or individuals within settings and services that adults at risk live in or use, that violate a person's dignity, resulting in lack of respect for their human rights.

Institutional abuse occurs when the routines, systems and regimes of an institution result in poor or inadequate standards of care and poor practice which affects the whole setting and denies, restricts or curtails the dignity, privacy, choice independence or fulfilment of adults at risk.

### **Self – Neglect**

The term "self-neglect" covers a wide range of behaviour neglecting to care for one's personal hygiene, health or surroundings.

Managing the balance between the protection of adults at risk from self-neglect and an individual's right to self-determination is a recognised challenge.

### **Domestic Abuse**

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

### **Female Genital Mutilation**

FGM is a collective term for procedures which include the removal of part or all of the external female genitalia for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences. The procedure is typically performed on girls aged between 4 and 13, but in some cases it is performed on young women before marriage or pregnancy.

FGM usually happens to girls whose mothers/grandmothers or extended family have had FGM or if their father comes from a practising community. Therefore, if you become aware of FGM in adults, you should 'think family' and consider whether there are risks to any female children in the family.

### **Modern Slavery**

Modern slavery refers to the offences of human trafficking, slavery, servitude, and forced or compulsory labour. Victims of modern slavery are exploited in a range of ways. Both adults and children can be trafficked for the purposes of exploitation, with sexual exploitation, labour exploitation or criminal exploitation being the most common types reported in the UK. Other types also exist, including domestic servitude. Organ harvesting has also been reported, although no confirmed cases have occurred in the UK.

These crimes also include facilitating a person's travel with the intention of exploiting them soon after. Although human trafficking often involves an international cross-border element, it is also possible to be a victim of modern slavery within your own communities. It is also possible to be a victim even if consent has been given to be moved. Children cannot give consent to being exploited therefore the element of coercion or deception does not need to be present to prove an offence.

It should not be assumed that Jersey is a safe place where modern slavery cannot exist. The UK has seen significant growth in terms of referrals being received on suspected reports of modern slavery.

### **Hate and Mate Crime**

Hate and mate crime involves acts of violence or hostility directed at people because of who they are, or who someone thinks they are. Hate crimes happen because of prejudice or hostility based on a person's disability, race, religion, sexual orientation or transgender identity. Mate crime is a form of crime in which a perpetrator befriends a vulnerable person with the intention of exploiting them financially, physically or sexually.

Mate crime happens when someone 'makes friends' with a person and goes on to abuse or exploit that relationship. The founding intention of the relationship, from the point of view of the perpetrator, is likely to be criminal. The relationship is likely to be of some duration and, if unchecked, may lead to a pattern of repeated and worsening abuse.

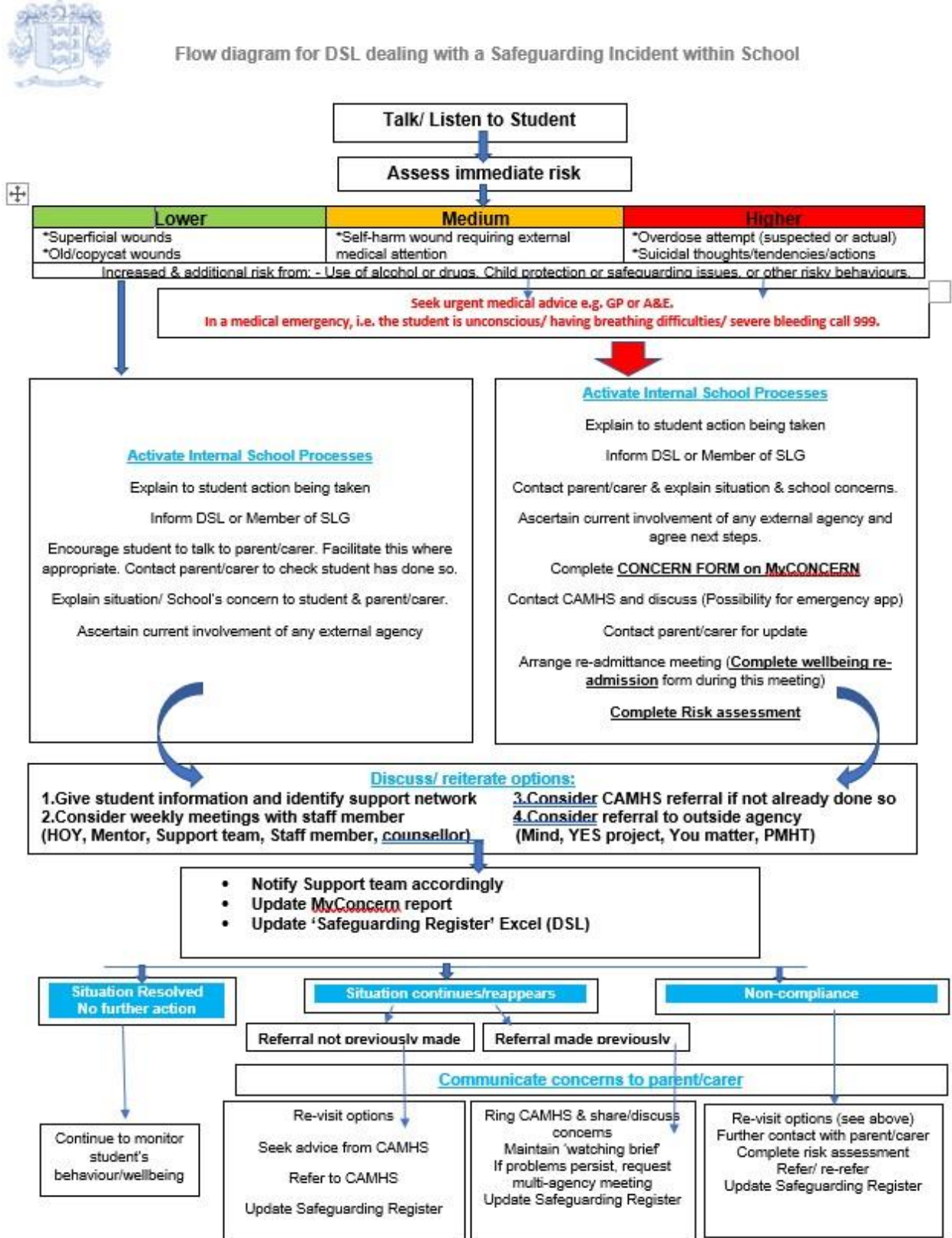
Learning disability and mate crime.

People with learning disabilities may be situationally vulnerable to mate crimes. They may be living very isolated lives but, like everyone, need friends. This need is easily exploited. In addition, many people with learning disabilities haven't had the usual opportunities to become 'streetwise' when growing up. Incidents can therefore be more likely to take place when they are in the community, on public transport or using services without support.



## Appendix 9

### Safeguarding Incident Flow chart



## Appendix 10

### Example Risk Assessment and Safety Plan following a Safeguarding Incident



#### **RISK ASSESSMENT and SAFETY PLAN**

**Name:** John

**Mentor Group:** 12 AZ

**Date:** 01/09/2024

**Date of Review:** 16/09/2024

##### **Summary of the Reasons for Assessment and Plan-what are the risks?**

**Your perspective:** When I feel like I can't cope with my emotions, I need to cut myself. This is usually on my arms with anything sharp I can find. I go off on my own when I feel like this.

**Family's perspective:** Parent has raised a concern with school that John is selfharming. He is doing this more frequently during the day when he feels that he cannot cope with pressures of work.

**Professionals' perspective:** John is not feeling able to verbalise his emotions and is self-harming when he feels overwhelmed. He will take himself away from others, leaving lessons or social times, without telling others where he is going. He has admitted to hiding sharp items either on his person or on the premises.

Person(s) at Risk	The Risk. Early warning triggers that do if increasing.	Risk What has past. What risks are distressed.	Safety Plan. Risk signs or you can What others can do or say.	Residual helped in the
		L S DR		L S DR

John	John can appear visibly agitated and will be distracted from the whatever he	5	3	15	John will have a time-out card. John will have a few minutes outside of a	5	1	6
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	is involved in. He will walk away from the situation causing him distress without telling others where he is going.				lesson and return if he feels able. John will access student support if he feels unable to manage his feelings. On call staff will look for John if he is reported absent and his whereabouts are unknown. Parents will be informed if not found or able to be contacted.			
John	John will selfharm. This is usually cutting himself on his arms using a sharp item that he has hidden. The cuts appear to be superficial.	4	3	12	John will not keep sharp items on his person in school. John will access support from student support or medical. Injury's will be assessed, cleaned and dressed as required. Parents will be informed.	3	1	4

Friends	John will walk away from friends at social times, leaving them worried for his well-being. They have witnessed his self-harming.	4	3	12	Friends will inform the office if John has left them and they are aware that he is distressed. Friends can access student support for their own wellbeing. Friends will be	3	1	4
					updated as appropriate.			

LIKELIHOOD (L) = Frequent (5) - Probable (4) - Occasional (3) - Improbable (2) - Remote (1)  
 SEVERITY (S) = Catastrophic (5) - Major (4) - Reportable (3) - Serious (2) - Minor (1)  
 Degree of Risk (DR) = LIKELIHOOD x SEVERITY

**Residual Risk Score:**

6

4

4

Other relevant information:

I have read and agree with this Risk Assessment and Safety Plan.  
 I agree that all persons named in my Safety Plan are made aware.

Name: John	Signature:	Date: 01/09/23
Parent/Carer: Mrs.	Signature:	Date: 01/09/23
Staff Name/Job Title: Nikki Kelly, DSL	Signature:	Date: 01/09/23
Other:	Signature:	Date:

The Risk Matrix is included on the full document.

This is an example of the layout of a Risk Assessment and Safety Plan used following a Safeguarding incident. Each risk assessment will be individual, dependant on the risks and needs of the student. All Safety Plans are signed by the student, parent, and member of the Safeguarding Team.

## **Appendix 11**

### Useful links

Positive Behaviour, Exclusions and the use of Part-Time timetables

<https://www.gov.je/SiteCollectionDocuments/Education/P%20Positive%20Behaviour%20Exclusions%20and%20Part-Time%20Timetables%20Policy.pdf>

Education Department Child Protection policy

<https://www.gov.je/SiteCollectionDocuments/Education/P%20Child%20Protection%20Policy%2020160629%20SDM.pdf>

Education Department Critical incident management and plan

<https://www.gov.je/SiteCollectionDocuments/Education/P%20Critical%20Incident%20Management%20Plan%20Guidance%2020180914.pdf>

Children and Families Hub (MASH process)

<https://safeguarding.je/multi-agency-safeguarding-hub-mash/>

## Appendix 12

### Acceptable use policy



Hautlieu School adheres to the Government of Jersey, CYPES,

### **Digital Safeguarding and Technology Use Policy**

The purpose of the Digital Safeguarding and Technology Use Policy is to safeguard students and staff. It sets out expectations, minimum standards and responsibilities for the safe and responsible use of digital technologies across schools, youth sites and residential care settings

**You must not use any ICT on-site until you have signed this document.**

<https://www.gov.je/SiteCollectionDocuments/Education/P%20Digital%20Safeguarding%20and%20Technology%20Use%2020251124%20ELH.pdf>

### **Key Aspects of the CYPES Acceptable Use Policy:**

**Scope:** Applies to all schools, youth sites, and residential care settings managed by CYPES, including remote access.

**Data Protection:** Personal data must be encrypted, particularly when transferred, and all data must be handled according to Jersey's Data Protection Law 2018.

**Security:** Devices must be locked and secured at all times, with strict access control based on a "need-to-know" or "least-privilege" basis.

**Online Safety:** Digital technology, including, but not limited to, for learning, socialising, and teaching, must be risk-assessed, and online safety must be integrated into the curriculum.

**Staff Conduct:** Staff should not contact pupils/parents privately via social media and must avoid adding parents to personal "friends lists" to maintain professional boundaries.

**Personal Use:** Limited personal use of information systems (IS) may be allowed if it does not incur significant costs or risks.

**Monitoring:** Non-compliance with these policies can lead to disciplinary action

## Appendix 13

Children and Families Hub (Formally MASH- Multi Agency Safeguarding Hub)

Children and Families Hub- 01534 519000

**The Designated Safeguarding Lead will decide whether to submit a Children and Family Hub referral form following a discussion with the member of staff who has raised concerns, and the young person who has made the disclosure.**

**If there is any doubt about whether concerns raised meet the threshold for a Children and Family Hub referral, the Designated Safeguarding Lead should discuss with the Headteacher and contact the Designated Safeguarding Officer for Education, Dani Perrier to obtain advice on how to proceed.**

- Parental consent must be sought prior to the referral being made, unless seeking consent would place the child at risk of further harm.
- If parents do not consent, but your view is that the child has suffered harm, or in your professional opinion remains at risk of suffering significant harm, the Children and Family hub referral must still be made in absence of 'parental agreement' and the parent made aware.
- If the child already has an allocated Social Worker, school should speak to their Social Worker and make them aware of your concerns and record these. The Children and Family Hub Decision-maker will acknowledge all enquiries within 24 hours, and inform the referrer of what action will be taken.
- Where the child has suffered or is likely to suffer significant harm, the Children's Initial Response Team (CIRT) will convene a strategy meeting and invite representatives from relevant agencies; education being a key agency for any school-age child. The strategy meeting will discuss and analyse information available and agree a plan for managing risk and identify further assessment. This process not only considers the child concerned, but any siblings or other children who may also be at risk from harm given any additional disclosures and information available
- In emergency, high-risk situations the enquiry will be rated as 'Red' and the Children and Family hub will pass the referral straight on to MASH, who will refer to the CIRT and the Police for a joint investigation. This involves interviewing the child as soon as possible and sometimes includes a 'Achieving Best Evidence' (ABE) interview. This is a process to interview children using appropriate recording facilities dependent upon the child's age and capabilities. ABE can be used to support the child's disclosure and used in evidence where prosecution is likely.
- In emergency situations where the child remains at risk of harm if left with or returned to their family/carer, a Social Worker is allocated and is responsible for arranging for the child to be moved to a place of safety; this can include relatives, foster care, Robin Ward at Jersey General Hospital.

## Appendix 14

### Law on knife possession in Jersey

The new Crime (Public Order)(Jersey) Law 2024, *which came into effect on the 18th October 2024*, introduces significant changes to public order offences and the possession of offensive weapons. **It is an offence to possess an offensive weapon or a bladed/sharply pointed article in public or on school premises without a reasonable excuse.** This aligns Jersey's law with UK legislation and removes the previous requirement to prove intent to injure for a conviction.

An "offensive weapon" means an "article" that is made or adapted to cause injury to a person, or intended by the person who has it, for that use by that person or anyone else; or that has a blade or is sharply pointed, other than a folding pocketknife with a blade that has a cutting edge or no more than 3 inches.

"Articles" that are made for the purpose of causing harm such as knuckle dusters, swords, daggers.

"Articles" which have been adapted such as a sharpened coin, piece of wood with nails in or a glass bottle which was smashed and the sharp edges used.

This law aims to enhance crime prevention and raise awareness about the dangers of carrying weapons. The States of Jersey Police, in collaboration with Education and Jersey Youth Service, will be promoting awareness and encouraging discussions about the reasons behind carrying weapons, addressing misconceptions, and urging the community to report concerns.

Should a person be threatened with a weapon then other offences such as assault, breach of the peace, disorderly conduct or affray may have been committed.

For parents seeking advice resources are available through <https://crimestoppers-uk.org/fearless/more-info/crime-types-explained/knife-crime> and <https://parents.actionforchildren.org.uk>



## **Appendix 15**

### **External Agencies**

Hautlieu works with a vast range of external agencies. Listed below are these agencies. Details about the support they offer and how to contact a number of them can be found on the Hautlieu website.

- Educational Psychology
- Education Welfare Team
- Primary Mental Health Worker
- Child & Adolescent Mental Health Service (CAMHS)
- Children's Social Care
- Jersey Police
- Early Help
- Family Partnership Workers
- Youth Enquiry Service (YES) Project
- Mind Jersey
- Banardos
- Skills Jersey
- Trackers
- Jersey Employment Trust (JET)
- You Matter
- Family Nursing and School Nurse
- Education department Special Educational Needs (SEN) team
- Autism and Social Communication Inclusion Team (ASCIT)
- Brook
- NSPCC Jersey
- Women's Refuge
- Children & Family Hub
- Drug and Alcohol Service (Silkworms)
- La Passerelle School Team

## Appendix 16

### Glossary of Acronyms

<b>DSL</b>	Designated Safeguarding Lead	<b>UNCRC</b>	UN Convention on the Rights of the Child
<b>EWO</b>	Educational Welfare Officer	<b>CYPES</b>	Children, Young People, Education & Skills Department
<b>SENCo</b>	Special Educational Needs Coordinator	<b>MASH</b>	Multi-Agency Safeguarding Hub
<b>HOD</b>	Head of Department	<b>CIRT</b>	Children's Initial Response Team
<b>AHOY</b>	Academic Head of Year	<b>SPOR</b>	Single Point of Referral
<b>SLG</b>	Senior Leadership Group	<b>ABE</b>	Achieving Best Evidence
<b>DSO</b>	Designated Safeguarding Officer	<b>CIC</b>	Children In Care
<b>SCR</b>	School Central Record	<b>DBS</b>	Disclosure & Barring Service

### Staff Declaration

By marking this policy as "read" on My Concern, I confirm that I have read and agree to be bound by the guidelines that are set out in this document.

I realise that any contravention of the guidelines set out in this document may result in a disciplinary procedure and / or dismissal.