

1. Introduction

1.1 Safeguarding is defined as:

- Protecting students from maltreatment.
- Preventing impairment of students' health or development.
- Ensuring that students are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all students to have the best life chances.

1.2 Highlands College is committed to safeguarding and promoting the welfare of all its students. We believe that:

- All students have the right to be protected from harm.
- Students need to be safe and to feel safe whilst on campus.
- Students need support which matches their individual needs, including those who may have experienced abuse.
- Students have the right to speak freely and voice their values and beliefs.
- All students must be encouraged to respect each other's values and support each other.
- All students have the right to be supported to meet their emotional and social needs as well as their education needs—happy and healthy students will achieve better educationally.
- The college can and does contribute to the prevention of abuse, victimisation, bullying, exploitation and/or extreme behaviours.
- All staff and visitors have an important role to play in safeguarding students and protecting them from abuse.

1.3 Highlands College will fulfil its local and national responsibilities as laid out in the following documents:

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (DfE 2018)
- What to do if you think a Child is being abused (2015)
- Information Sharing (2015)
- Education Department policies and procedures
- Procedures of the Safeguarding Partnership Board
- Childrens (Jersey) Law 2002
- Education (Jersey) Law 1999
- Jersey Mental Health Strategy 2015.

2. Overall Aims

2.1 This policy will contribute to safeguarding our students and promoting their welfare by:

- Clarifying standards of behaviour for staff and students.
- Contributing to the establishment of a safe, resilient and robust ethos in the college built on mutual respect and shared values.
- Introducing appropriate work within the curriculum.
- Encouraging students and parents to participate.
- Alerting staff to the signs and indicators of different types of abuse.
- Developing staff awareness of the causes of abuse.
- Developing staff awareness of the risks and vulnerabilities students face.
- Addressing concerns at the earliest possible stage.
- Reducing the risks of students being exposed to violence, extremism, exploitation or victimisation.

2.2 This policy will contribute to support our students by:

- Identifying and protecting the most vulnerable.
- Identifying individual needs where possible.
- Designing plans to meet those needs through the Student Life and Inclusion Team.

2.3 This policy will contribute to the protection of our students by:

- Including appropriate paperwork within the curriculum.
- Implementing child protection and adult safeguarding policies and procedures.
- Working in partnership with students, parents and agencies.

3 Key Principles:

3.1 These are the key principles of safeguarding as stated by the Jersey Education Department, which can be found at:

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

and Jersey Safeguarding Partnership Board guidance which can be found at:

<https://safeguarding.je/>

4 Key Processes

4.1 All staff should be aware of the guidance issued by Jersey Safeguarding

Partnership Board at: <http://jerseyscb.proceduresonline.com/index.htm>

5 Expectations

5.1 All staff will:

- Be familiar with the child and adult safeguarding policies and procedures.
- Be subject to the Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors or volunteers, etc.
- Be involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans, when it is appropriate.
- Be alert to the signs and indicators of possible abuse (See Appendix 1 for current definitions and indicators).
- Record concerns and give the record to the Head of Student Life (Designated Safeguarding Officer, DSO), or an Assistant Principal if the DSO is unavailable, after informing the Head of Department.
- Deal with a disclosure of abuse of a student in line with the guidance and flowchart in Appendices 2a and 2b.

Any electronic copies MUST be password protected using the generic safeguarding password which can be obtained from the Student Life Team.

5.2 All staff will receive Foundation Level safeguarding training and update training at least once every year. Key staff will undertake Level 2 and Level 3 training as agreed by the college.

6. The Designated Safeguarding Officer

6.1 Our Designated Safeguarding Officer (DSO) is the Head of Student Life. He/she has lead responsibility and management oversight and accountability for student safeguarding, with the Assistant Principal, and will be responsible for coordinating all safeguarding activity.

6.2 The DSO will lead regular case monitoring reviews of vulnerable students. These must be evidenced by minutes recorded in case files.

6.3 When the college has concerns about a student, the DSO will decide what steps should be taken and should advise the Assistant Principal and /or Deputy Principal.

6.4 Student safeguarding information will be dealt with in a confidential manner. Staff will be informed of relevant details only if the DSO feels it appropriate. A written record will be made of what information has been shared.

6.5 Student safeguarding records will be stored securely in a central place by the DSO.

6.6 Access to these records by staff other than by the DSO will be restricted and a written record will be kept of who has had access to them and when.

6.7 All staff will consider the age of the student and the right to confidentiality before information is shared with parents/carers.

6.8 Staff are not to disclose to a parent/carer any information held on a student if this would put the student at risk of significant harm.

6.9 If a student moves from our college, safeguarding records will be forwarded on to the DSO at the new college or agency in a confidential manner.

6.10 If sending by post, student records will be sent by 'special/recorded delivery'. For audit purposes a note of all student records transferred or received should be kept in either paper or electronic format.

6.11 When a DSO changes there should be a full face-to-face handover of information with all procedures and case files.

7 The Governing Body

7.1 The Governing Body will ensure that:

- The college has a safeguarding policy in accordance with the procedures of the Education Department (CYPES).
- At least one member of the college's staff acts as a DSO.

7.2 The Governing Body will review this policy annually.

7.3 A nominated Governor for safeguarding at the college is appointed. The nominated Governor is responsible for liaising with the Deputy Principal, Assistant Principal and DSO over all matters regarding safeguarding issues.

7.4 The nominated Governor will liaise with the DSO to produce an annual report for Governors.

7.5 A member of the Governing Body (usually the Chair) is nominated to be responsible for liaising with the Education Department (CYPES) in the event of allegations of abuse being made against the Principal.

8 A Safer College Culture

Safer Recruitment and Selection

8.1 The college pays full regard to 'Keeping Children Safe in Education' (DFE 2018). Safer recruitment practices are in place through the People Hub (States of Jersey).

Staff Support

8.2 We recognise the challenging nature of safeguarding work. We will support staff as appropriate.

9 Our Role in Promoting Wellbeing

9.1 We will provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and wellbeing.

The Curriculum

9.2 Relevant issues will be addressed through the curriculum.

Other Areas of Work

9.3 In line with Education Department policy, staff are advised not to use their own devices (mobile or static) to take pictures of or record students.

9.4 All our policies which address issues of power and potential harm, for example bullying, equal opportunities, handling, positive behaviour, will be linked to ensure a whole-college approach.

9.5 Our Safeguarding Policy cannot be separated from the general ethos of the college, which should ensure that students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice and are listened to.

10 Safeguarding Students who are Vulnerable to Extremism

10.1 Highlands College seeks to protect students and young people against the messages of all violent extremism. Please refer to Appendix 3.

Risk Reduction

10.2 The Senior Leadership Team and DSO will assess the level of risk within the college and put actions in place to reduce that risk. Please refer to Appendix 3.

10.3 The risk assessment will be reviewed as part of the annual safeguarding audit that will be carried out by the DSO.

Response

10.4 The Single Point of Contact (SPOC) for Highlands College is the Head of Student Life. The responsibilities for the SPOC are described in Appendix 3.

10.5 When any member of the staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the DSO if this is not the same person.

11 Safeguarding Students who are Vulnerable to Exploitation, Forced Marriage, Female Genital Mutilation or Trafficking

Our college keeps itself up to date with the latest advice and guidance provided to assist in addressing all aspects of safeguarding including specific forms of exploitation.

The college DSO knows where to seek and get advice as necessary.

(Appendices 1, 2a and 2b.)

12 What we do when we are concerned

12.1 Where risk factors are present but there is no evidence of a particular risk then our DSO/SPOC advises us on preventative work that can be done within the college to engage the student into mainstream activities and social groups.

12.2 In this situation, depending on how worried we are and what we agree with the student and where appropriate the parent/carer:

The DSO/SPOC can decide to notify the Multi-Agency Safeguarding Hub (MASH) of the decision so that a strategic overview can be maintained, and any themes or common factors can be recognised.

13. Involving Parents/Carers

13.1 In general, we will discuss any safeguarding concerns with parents/carers where appropriate before making a referral to any other agencies and will seek their consent to make a referral.

13.2 Parents/carers will be informed about our Safeguarding Policy through the college prospectus and website.

14 Multi-Agency Work

14.1 We work in partnership with other agencies in the best interests of the students. Where a student is subject to an Inter-Agency Child Protection Plan, the college will contribute to the preparation and implementation and review of the plan as appropriate.

15 Our Role in Supporting Students

15.1 We will offer appropriate support to individual students who have experienced abuse or who have abused others.

16 Responding to an Allegation about a Member of Staff

See also Education Department 'Dealing with Allegations Against Staff and Volunteers' available at:
<https://www.gov.je/Government/Departments/EducationSportCulture/Pages/Policies.aspx>

16.1 This procedure should be used in any case in which a member of staff, Governor, visiting professional or volunteer has been subject to an allegation.

16.2 All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards students immediately.

17. Students with Additional Needs

17.1 Highlands College recognises that while all students have a right to be safe, some students may be more vulnerable to abuse, for example, those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents.

17.2 When the college is considering authorised absence or withdrawal of a vulnerable student and/or a student who is the subject of a child protection plan or where there is an existing child protection file, consideration will be given to the circumstances prior to the decision.

Appendices

Appendix 1

Definitions and Indicators of Abuse

1. Neglect

Neglect is the persistent failure to meet a student's basic physical and/or psychological needs, likely to result in the serious impairment of the student's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a student 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 student from physical and emotional harm or danger.
- Ensure adequate supervision (including the issue of inadequate caregivers).
- Ensure access to appropriate medical care or treatment.

It may also include neglect of or unresponsiveness to a student'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 college attendance or often late for college.
- 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 student is regularly not collected or received from college.
- The student 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 student. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a student.

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.
- 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 or changing for PE.
- Inexplicable fear of adults or over-compliance.
- Violence or aggression towards others including bullying.
- Isolation from peers.

3. Sexual Abuse

Sexual abuse involves forcing or enticing a student or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the student 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 students in looking at, or in, the production of sexual images, watching sexual activities, encouraging students to behave in sexually inappropriate ways or grooming a student in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit an act of sexual abuse as can other students.

The following may be indicators of sexual abuse (this is not designed 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.
- Bruises or scratches in the genital area.

4. Sexual Exploitation

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

The presence of any significant indicator for sexual exploitation should trigger a referral to the CSE through the DSO or College Based Education Welfare Officer (SBEWO). 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.
- Having unexplained contact with hotels, taxi companies or fast food outlets.

5. Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a student such as to cause severe and persistent adverse effects on the student's emotional development. It may involve conveying to students 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 student 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 students. These may include interactions that are beyond the student's developmental capability, as well as overprotection and limitation of exploration and

learning or preventing the student participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyberbullying), causing students frequently to feel frightened or in danger or the exploitation or corruption of students. 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 student 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 or bulimia.
- Soiling, smearing faeces, enuresis.

N.B. some situations where students stop communicating suddenly (known as 'traumatic mutism') can indicate maltreatment.

6. Responses from Parents

Research and experience indicate that the following responses from parents may suggest a cause for concern across the categories above:

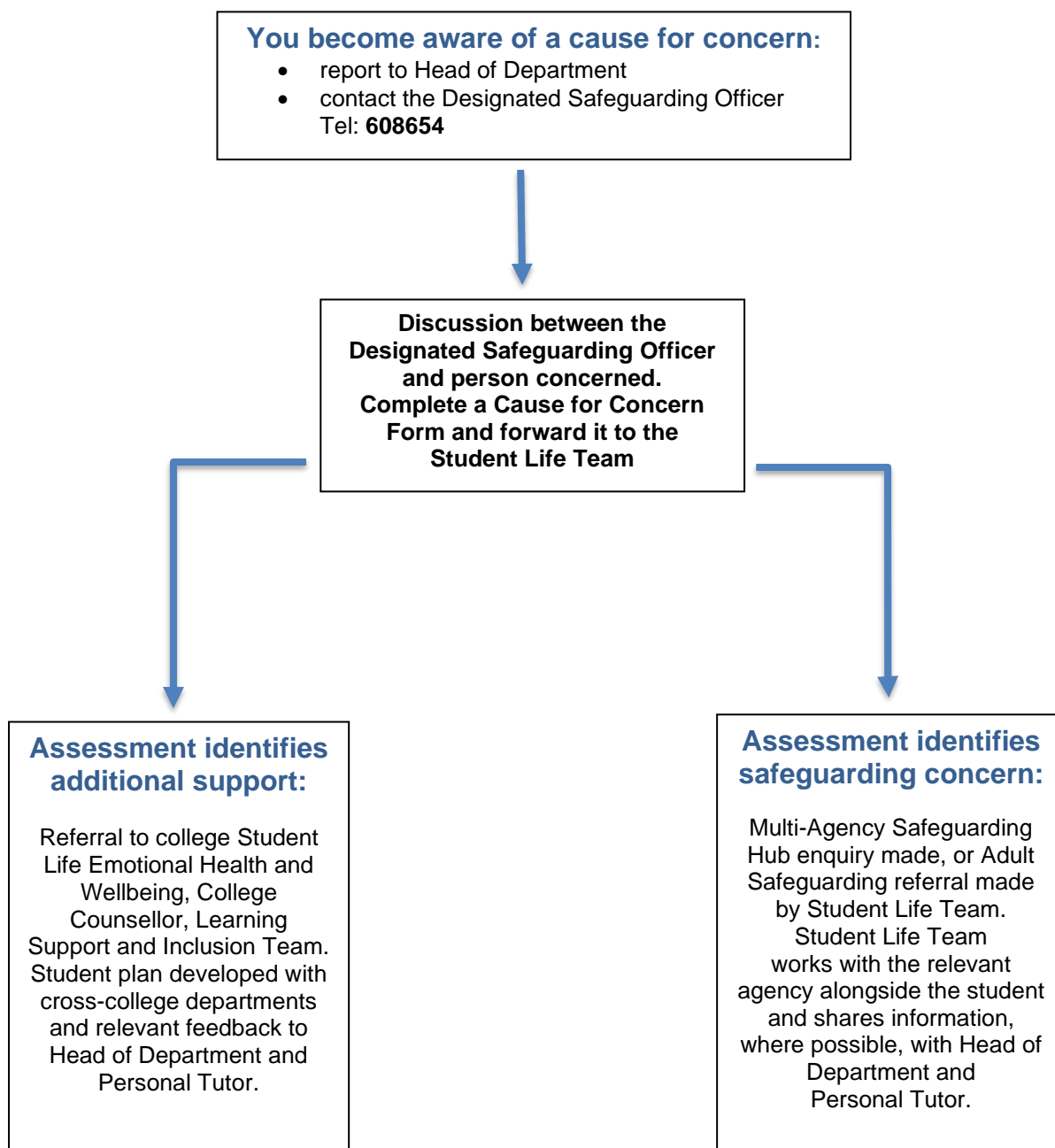
- Delay in seeking treatment that is obviously needed.
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb).
- Incompatible explanations offered, several different explanations or the student is said to have acted in a way that is inappropriate to his/her age 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 student.
- Unrealistic expectations or constant complaints about the student.
- Alcohol misuse or other drug/substance misuse.
- Parents request removal of the student from home.
- Violence between adults in the household.

7. Disabled Students

When working with students 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 student such as the shin might be of concern on a non-mobile student.
- 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 student's means of communication.
- Ill-fitting equipment, for example callipers, sleep boards, inappropriate splinting.
- Misappropriation of a student's finances.
- Inappropriate invasive procedures.

Flowchart for responding to concerns about a student



Appendix 2b

Guidance for Dealing with a Disclosure of Abuse

When a student tells me about abuse, she/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the student. Tell the student you are pleased that they are speaking to you.
- Never enter into a pact of secrecy with the student. Assure her/him that you will try to help but let the student know that you will have to tell other people in order to do this. State who this will be and why.
- Tell the student that you believe them. Students very rarely lie about abuse; but they may have tried to tell others and not been heard or believed.
- Tell the student that it is not their fault.
- Encourage the student to talk but do not ask 'leading questions' or press for information.
- Listen and remember.
- Check that you have understood correctly what the student is trying to tell you.
- Praise the student for telling you. Communicate that they have a right to be safe and protected.
- Do not tell the student that what they have experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender. Be aware that the student may retract what they have told you. It is essential to record what you have heard.
- At the end of the conversation, tell the student 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 student's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

N.B. It is not the role of education staff 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 to the Designated Safeguarding Officer (DSO) without delay. They will in turn pass any relevant information on to MASH or a known Social Worker for that student.

Students making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a student who has been abused can be traumatic for the adults involved. Support for you will be available from your DSO or Senior Leadership Team.

Appendix 3

Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values: including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the English Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means of medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs.
- Seek to provoke others to terrorist acts.
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts.
- Foster hatred which might lead to inter-community violence in Jersey.

4. There is no such thing as a 'typical extremist': those who become involved in extremist actions come from a range of backgrounds and experiences and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors—it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that college staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

- Identity crisis: the student is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- Personal crisis: the student may be experiencing family tensions; a sense of isolation; low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- Personal circumstances: migration, local community tensions and events affecting the student's country or region of origin may contribute to a sense of

grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.

- Unmet aspirations: the student may have perceptions of injustice, a feeling of failure, rejection of civic life.
- Experiences of criminality: may include involvement with criminal groups, imprisonment and poor resettlement/reintegration.
- Special educational need: students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. This list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters.
- Accessing violent extremist websites, especially those with a social networking element.
- Possessing or accessing violent extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining or seeking to join extremist organisations.
- Significant changes to appearance and/or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Glossary of terms

AP	Assistant Principal
CCE	Child Criminal Exploitation
CSE	Child Sexual Exploitation
CYPES	Children, Young People, Education and Skills
DfE	Department for Education
DSO	Designated Safeguarding Officer
DSL	Designated Safeguarding Lead
MASH	Multi Agency Safeguarding Hub, contact if you have a concern about a child.
SBEWO	School Based Educational Welfare Officer
SLT	Senior Leadership Team
SPOC	A person or a department serving as the coordinator or focal point of information concerning an activity or programme.
SPOR	Single Point of Referral. If you are concerned about an adult at risk contact the Single Point of Referral for Adult Social Services.

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