

Policy name:	<b>SAFEGUARDING POLICY 2024</b>
	<b>This policy should be read in conjunction with CYPES Keeping Children Safe in Education May 2021</b>
Date approved:	26 <sup>th</sup> April 2024

<b>1.0</b>	<b>Introduction</b>
<b>1.1</b>	<p><b>Safeguarding is defined as:</b></p> <ul style="list-style-type: none"> <li>• Protecting students from maltreatment.</li> <li>• Preventing impairment of students mental and physical health or development.</li> <li>• Ensuring that students are growing up in circumstances consistent with the provision of safe and effective care.</li> <li>• Taking action to enable all students to have the best life chances.</li> </ul> <p><i>(Working together to Safeguard Children, 2018 UK)</i></p> <p><i>Schools, colleges, and education services who provide education and support for young people over the age of 18 should ensure relevant staff have attended Adult Safeguarding Foundation Training as a minimum <b>and</b> are aware of the Jersey Multi-Agency Adult Safeguarding Policy and Procedures.</i></p>
<b>1.2</b>	<p><b>Highlands College is committed to safeguarding and promoting the welfare of all its students. We believe that:</b></p> <ul style="list-style-type: none"> <li>• All students have the right to be protected from harm.</li> <li>• Students need to be safe and to feel safe whilst on campus.</li> <li>• Students need support which matches their individual needs, including those who may have experienced abuse.</li> <li>• Students have the right to speak freely and voice their values and beliefs.</li> <li>• All students must be encouraged to respect each other’s values and support each other.</li> <li>• 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.</li> <li>• The college can and does contribute to the prevention of abuse, victimisation, bullying, exploitation and/or harmful sexual behaviours.</li> <li>• All staff and visitors have an important role to play in safeguarding students and protecting them from abuse.</li> </ul>

1.3	<p><b>Highlands College will fulfil its local and national responsibilities as laid out in the following documents:</b></p> <p>This policy should be read alongside:</p> <p><a href="#">SPB Jersey Procedures Online</a></p> <p><a href="#">Children (Jersey) Law 2002</a></p> <p><a href="#">Education (Jersey) Law 1999</a></p> <p><a href="#">Day Care of Children (Jersey) Law 2002</a></p> <p><a href="#">Working together to safeguard children 2023</a></p> <p><a href="#">Keeping children safe in education 2023</a></p> <p><a href="#">What to do if you're worried a child is being abused (2015)</a></p> <p><a href="#">Information sharing - advice for practitioners providing safeguarding services</a></p>
2.0	<p><b>Overall Aims</b></p>
2.1	<p><b>This policy will contribute to safeguarding our students and promoting their welfare by:</b></p> <ul style="list-style-type: none"> <li>• Clarifying standards of behaviour for staff and students.</li> <li>• Contributing to the establishment of a safe, resilient and robust ethos in the college built on mutual respect and shared values.</li> <li>• Introducing appropriate work within the curriculum.</li> <li>• Encouraging students and parents to participate.</li> <li>• Alerting staff to the signs and indicators of the different types of abuse.</li> <li>• Developing staff awareness of the causes of abuse.</li> <li>• Developing staff awareness of the risks and vulnerabilities students face.</li> <li>• Addressing concerns at the earliest possible stage. Reducing the risks of students being exposed to violence, extremism, exploitation, or victimisation.</li> </ul>
2.2	<p><b>This policy will contribute to support our students by:</b></p> <ul style="list-style-type: none"> <li>• Identifying and protecting the most vulnerable.</li> <li>• Identifying individual needs where possible.</li> <li>• Designing plans to meet those needs through the Student Life and Inclusion Team.</li> </ul>

2.3	<p><b>This policy will contribute to the protection of our students by:</b></p> <p><b>Including appropriate paperwork within the curriculum.</b></p> <ul style="list-style-type: none"> <li>• Implementing child protection and adult safeguarding policies and procedures.</li> <li>• Working in partnership with students, parents, and agencies.</li> </ul>
3.0	<p><b>Key Principles</b></p>
3.1	<p><b>Key Principles</b></p> <p><b>These are the key principles of safeguarding as stated by the Jersey Education Department, which can be found at:</b></p> <p><a href="#"><u>Keeping Children Safe in Education 2023</u></a></p>
4.0	<p><b>Key Processes</b></p>
4.1	<p><b>All staff should be aware of the guidance issued by Jersey Safeguarding Partnership Board at:</b></p> <p><a href="#"><u>Jersey Safeguarding Partnership Board Child Protection Procedures</u></a></p>
5	<p><b>Expectations</b></p>
	<p>All staff to read at least Part One of the guidance</p> <p><b>Keeping Children Safe in Education Guidance for Nurseries, Schools, Colleges and Education Services in Jersey</b></p>
5.1	<p><b>All staff will:</b></p>
	<ul style="list-style-type: none"> <li>• Be familiar with the child and adult safeguarding policies and procedures.</li> <li>• Be subject to the Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors or volunteers, or anyone else who may work with students.</li> <li>• Be involved in the implementation of individual education programmes, integrated support plans, child in need plans and inter-agency child protection plans, when it is appropriate.</li> <li>• Be alert to the signs and indicators of possible abuse (See Appendix 1 for current definitions and indicators).</li> <li>• Record concerns on MY CONCERN and give the record to the Head of Student Life (Designated Safeguarding Lead, DSL), Deputy Designated Safeguarding Lead or an</li> </ul>

	<p>Assistant Principal if the DSL is unavailable, after informing the Head of Department.</p> <ul style="list-style-type: none"> <li>Deal with a disclosure of abuse of a student in line with the guidance and flowchart in Appendices 2a and 2b.</li> </ul> <p><b>Any electronic copies MUST be password protected using the generic safeguarding password which can be obtained from the Student Life Team.</b></p>
5.2	<p><b>All staff will receive Foundation Level child &amp; adult safeguarding training and update training at least once every year.</b></p> <p>Key staff will undertake Level 2 and Level 3 training as agreed by the college.</p>
6.0	<p><b>The Designated Safeguarding Lead</b></p>
6.1	<p>Our Designated Safeguarding Lead (DSL) 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.</p>
6.2	<p>The DSL will lead regular case monitoring reviews of vulnerable students. These must be evidenced by minutes recorded in case files.</p>
6.3	<p>When the college has concerns about a student, the DSL will decide what steps to take and should advise the Assistant Principal and/or Deputy Principal.</p>
6.4	<p>Student safeguarding information will be dealt with in a confidential manner. Staff will be informed of relevant details only if the DSL feels it appropriate and it is needed to ensure the safety of the student. A written record will be made of what information has been shared.</p>
6.5	<p>Student safeguarding records will be stored securely in a central place – MY CONCERN - by the DSL.</p>
6.6	<p>Access to these records by staff other than by the DSL will be restricted and a written record will be kept of who has had access to them and when.</p>
6.7	<p>All staff will consider the age of the student and the right to confidentiality before information is shared with parents/carers.</p>
6.8	<p>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.</p>
6.9	<p>If a student moves from our college, safeguarding records will be forwarded on to the DSL at the new college or agency in a confidential manner.</p>

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 DSL changes there should be a full face-to-face handover of information with all procedures and case files.
7.0	<b>The Governing Body</b>
7.1	The Governing Body will ensure that: <ul style="list-style-type: none"> <li>The college has a safeguarding policy in accordance with the procedures of the Education Department (CYPES).</li> <li>At least one member of the college's staff acts as a DSL.</li> </ul>
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 DSL over all matters regarding safeguarding issues.
7.4	The nominated Governor will liaise with the DSL 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.
8.0	<b>A Safer College Culture Safer Recruitment and Selection</b>
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, The Government of Jersey.
8.2	<b><u>Staff Support</u></b> We recognise the challenging nature of safeguarding work. We will support staff as appropriate.
9.0	<b>Our Role in Promoting Wellbeing</b>
9.1	We will provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and wellbeing.

<b>9.2</b>	<b><u>The Curriculum</u></b> Relevant issues will be addressed through the curriculum.
<b>9.3</b>	<b><u>Other Areas of Work</u></b>
<b>9.3.1</b>	In line with Children Young People Education and Skills policy, staff are advised not to use their own devices (mobile or static) to take pictures of or record students.
<b>9.3.2</b>	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.
<b>9.3.3</b>	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.
<b>10.0</b>	<b>Safeguarding Students who are Vulnerable to Extremism</b>
<b>10.1</b>	Highlands College seeks to protect students and young people against the messages of all violent extremism. Please refer to Appendix 3.
	<b><u>Risk Reduction</u></b>
<b>10.2</b>	The Senior Leadership Team and DSL will assess the level of risk within the college and put actions in place to reduce that risk. Please refer to Appendix 3.
<b>10.3</b>	The risk assessment will be reviewed as part of the annual safeguarding audit that will be carried out by the DSL.
<b>11.0</b>	<b>Safeguarding Students who are Vulnerable to Exploitation, Forced Marriage, Female Genital Mutilation or Trafficking</b>
	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 DSL knows where to seek and get advice as necessary. Refer to <a href="#">Keeping Children Safe in Education 2023</a>
<b>12.0</b>	<b>What we do when we are concerned</b>
<b>12.1</b>	Where risk factors are present but there is no evidence of a particular risk the DSL/SPOC advises staff 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 DSL/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.
13.0	<b>Involving Parents/Carers</b>
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 parent/carer handbook, social media and website.
14.0	<b>14. Multi-Agency Work</b>
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 the plan as appropriate.
15.0	<b>15. Our Role in Supporting Students</b>
15.1	We will offer appropriate support to individual students who have experienced abuse or who have abused others.
16.0	<b>Responding to an Allegation about a Member of Staff</b>
	See also Education Department 'Dealing with Allegations Against Staff and Volunteers' available at:  <a href="#"><u>Managing Allegations Against Staff or Volunteers in Nurseries, Schools 2023</u></a>
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.

<b>17.0</b>	<b>17. Students with Additional Needs</b>
<b>17.1</b>	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.
<b>17.2</b>	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.



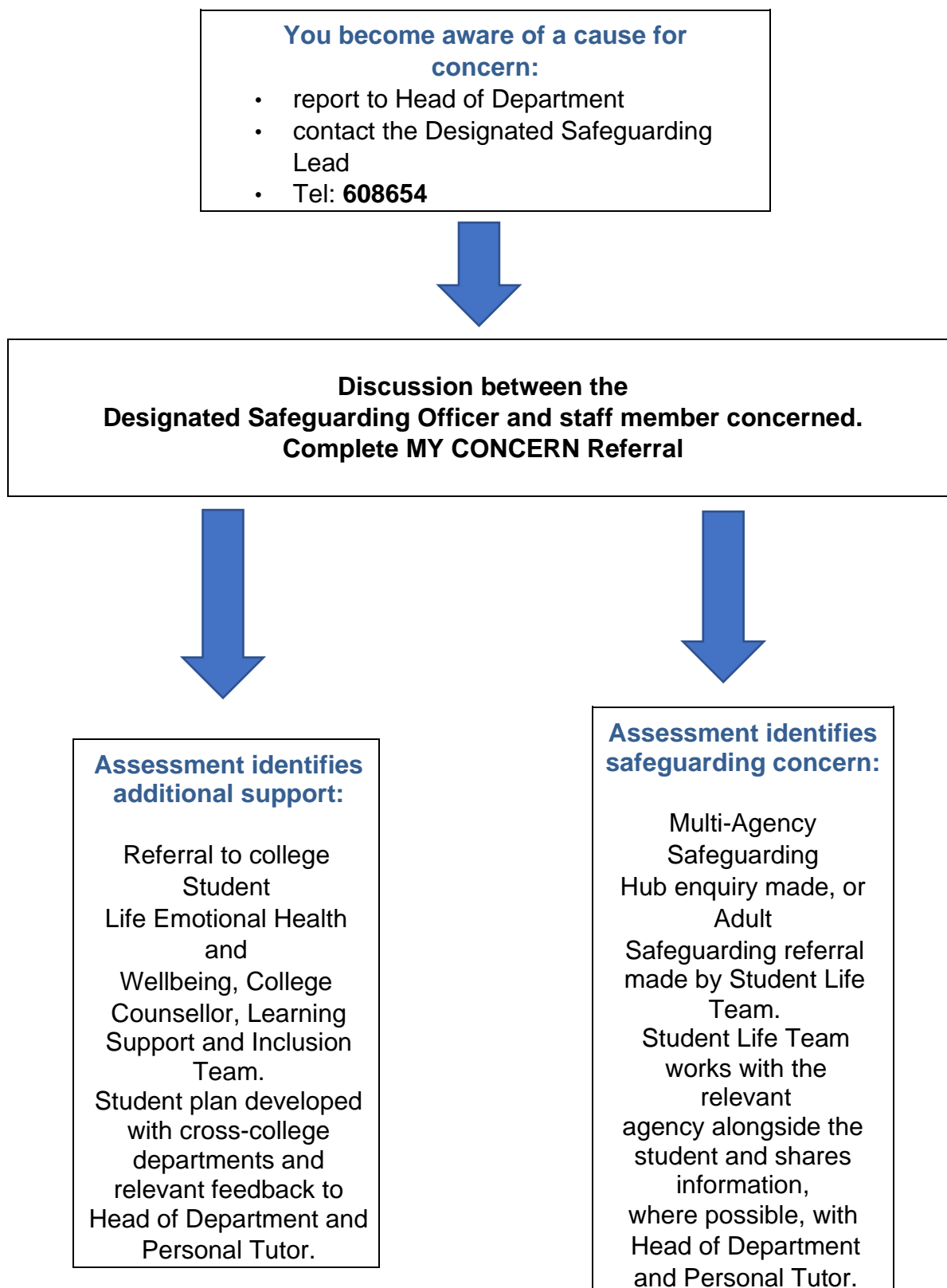
## Appendices

<b>Appendix 1 Definitions of Abuse</b>	
<b>1.0</b>	Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.
<b>1.1</b>	<b>Physical abuse:</b> Is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
<b>1.2</b>	<b>Emotional abuse:</b> Is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the 15 exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
<b>1.3</b>	<b>Sexual abuse:</b> Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually

	<p>inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Both sexes can commit acts of sexual abuse including both adults and children. The sexual abuse of children by other children is a specific safeguarding issue.</p>
<p><b>1.4</b></p>	<p><b>Neglect:</b>  The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.</p> <p>Each of these elements above have been associated with more severe effects on the child, and/or relatively greater difficulty in helping the child overcome the adverse impact of the maltreatment.</p> <p>Sometimes, a single traumatic event may constitute significant harm (e.g., a violent and /or sexual assault, suffocation or poisoning). More often, significant harm is a compilation of significant events, both acute and longstanding, which interrupt, change or damage the child's physical and psychological development.</p> <p>Some children live in family and social circumstances where their health and development are neglected. For them, it is the corrosiveness of long-term neglect, emotional, physical or sexual abuse that causes impairment to the extent of constituting significant harm.</p> <p>Sometimes 'significant harm' refers to harm caused by one child to another, which may be a single event or a range of ill treatment; this is generally referred to as 'child-on-child abuse'. It is important that children understand the law on child-on-child abuse is there to protect them – ‘not get them into trouble’ or criminalise them.</p> <p>In each case, it is necessary to consider any maltreatment alongside the child’s own assessment of his or her safety and welfare, the family’s strengths and supports, as well as an assessment of the likelihood and capacity for change and improvements in parenting and the care of children and young people.</p>

<p>Further information on understanding and identifying abuse and neglect can be found at Gov.uk guidance: <a href="#">What to do if you are worried your child is being abused</a>. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for nursery, school and college staff. <a href="#">Jersey Safeguarding Partnership Board</a> website also provides useful additional information on types of abuse and what to look out for.</p> <p>Staff members working with children are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.</p> <p>Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to the DSL.</p>
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### 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 them 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 safeguarding referral on my concern, recording the conversation using the student's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

	<p><b>N.B. It is not the role of education staff 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.</b></p>
	<p><b>Immediately afterwards:</b></p> <p>You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to the Designated Safeguarding Lead (DSL) without delay. They will in turn pass any relevant information on to the Children and Families Hub or a known Social Worker for that student.</p> <p>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 DSL or Senior Leadership Team.</p>

## Appendix 3 Safeguarding Children and Young People Against Radicalisation and Violent Extremism

<b>1.0</b>	<b>Definition</b>	
<b>1.1</b>	Definition: Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.	
<b>1.2</b>	“Extremism is 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” (HM Government Prevent Strategy 2011).	
<b>1.2</b>	Extremism and radicalisation should be covered in PSHE and cross referenced in other relevant subjects where appropriate. The States of Jersey Police have a named officer who can support schools, colleges and education services should they have concerns that a child is potentially being radicalised.	
<b>2.0</b>	<b>Indicators</b>	
	With regard to issues that may make an individual vulnerable to radicalisation, these can include:	
<b>2.1</b>	<b>Identity Crisis-</b>	Distance from cultural / religious heritage and uncomfortable with their place in the society around them;
<b>2.2</b>	<b>Personal Crisis-</b>	Family tensions; sense of isolation; adolescence; low self esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging;
<b>2.3</b>	<b>Personal Circumstances-</b>	Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
<b>2.4</b>	<b>Unmet aspirations-</b>	Perceptions of injustice; feeling of failure; rejection of community values;

2.5	<b>Criminality-</b> Experiences of imprisonment; previous involvement with criminal groups
3.0	<p>Those closest to the individual may first notice the following changes of behaviour:</p> <p>General changes of mood, patterns of behaviour, secrecy;</p> <ul style="list-style-type: none"> <li>• Changes of friends and mode of dress;</li> <li>• Use of inappropriate language;</li> <li>• Possession of violent extremist literature;</li> <li>• The expression of extremist views;</li> <li>• Advocating violent actions and means;</li> <li>• Association with known extremists;</li> <li>• Seeking to recruit others to an extremist ideology.</li> </ul> <p><a href="#">Safeguarding Children and Young people against Radicalisation and Violent Extremism</a></p>
3.1	<p>If you have a concern about a child becoming radicalised, contact Highlands College DSL in the first instance without notifying the parents or carers. At the early stages of any police investigation, it is vital that the police complete their preliminary inquiries and research before speaking with parents or carers, or anyone else living within the household</p>



## Appendix 4 Child-on-Child Abuse Including sexual violence and sexual harassment between children

<b>1.0</b>	<b>Context and Definition</b>
<b>1.1</b>	<p>Types of abuse</p> <ul style="list-style-type: none"> <li>• Physical abuse</li> <li>• Sexual violence, sexual harassment, and misogyny</li> <li>• Bullying</li> <li>• Cyberbullying</li> <li>• Online coercion, extortion and exploitation</li> <li>• Sexting or Initiation / hazing</li> <li>• Prejudiced behaviour</li> <li>• Teenage relationship abuse</li> </ul>
<b>1.2</b>	<p>Child-on-child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should recognise that children may abuse other children.</p>
<b>1.3</b>	<p>All staff should be clear on the school, college or education service’s policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.</p>
<b>1.4</b>	<p>All staff should understand that even if there are no reports in their establishment it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).</p>
<b>1.5</b>	<p>All staff should be aware of safeguarding issues from child-on-child abuse including:</p> <ul style="list-style-type: none"> <li>• bullying (including cyberbullying)</li> <li>• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.</li> <li>• sexual violence and sexual harassment.</li> </ul> <p>Whilst the examples above are not intended to be an exhaustive list, sexual harassment can include:</p> <ul style="list-style-type: none"> <li>• sexual comments, making unacceptable comments or telling sexual stories;</li> <li>• sexual remarks about clothes and appearance and using sexualized language or sexual “jokes” or taunting;</li> </ul>

	<ul style="list-style-type: none"> <li>physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes.</li> </ul>
<b>1.6</b>	Schools, colleges and education services should consider when any of the above infringes another child's right to feel safe and respected and crosses the threshold from sexual harassment to sexual abuse or violence.
<b>1.7</b>	<p>Where sexual abuse is reported or witnessed, it is important to talk to and consider the experience of the victim where the following has occurred:</p> <ul style="list-style-type: none"> <li>the displaying of pictures, photos or drawings of a sexual nature; and</li> <li>sexting (also known as youth produced sexual imagery or 'sending nudes'); and</li> <li>initiation/hazing type violence and rituals.</li> <li>sexism</li> <li>misogyny</li> </ul>
<b>1.8</b>	These types of abuse can be motivated by perceived differences, for example, on grounds of race, religion, gender, sexual orientation, disability or other differences and can result in significant, long lasting and traumatic isolation, intimidation or violence to the victim. Vulnerable adults are also at risk of harm.
<b>1.9</b>	<p>Other considerations - children or young people who harm others may have:</p> <ul style="list-style-type: none"> <li>additional or complex needs:</li> <li>significant disruption in their lives</li> <li>been exposed to domestic abuse, witnessed or suffered other abuse</li> <li>educational under-achievement</li> <li>become involved in crime</li> </ul>
<b>1.10</b>	Stopping violence and ensuring immediate physical safety is a priority, but emotional bullying can be as damaging as physical abuse.
<b>1.11</b>	All staff alongside the Designated Safeguarding Lead and/or their deputy need to make their own judgment about each specific case and should use this policy guidance to help.

<b>2.0</b>	<b>Recognising child on child abuse – harmful sexual behaviour</b>
	<p>Harmful sexual behaviour may include:</p> <ul style="list-style-type: none"> <li>• inappropriate sexual language o inappropriate role play</li> <li>• sexual touching</li> <li>• sexual assault</li> </ul>
<b>2.1</b>	<b>Considerations:</b>
<b>2.1.1</b>	Schools, colleges and education services need to ensure that any form of abuse or harmful sexual behaviour is dealt with immediately and consistently to reduce harm to the child, with mindful consideration to the impact on the individual child’s emotional wellbeing and mental health.
<b>2.1.2</b>	Harmful sexual behaviour, sexual harassment and sexual violence can occur between two children of any age and gender. It can also involve a group of children sexually harassing or sexually assaulting a single child or group of children.
<b>2.1.3</b>	Child harmful sexual behaviour is not always contrived or meant to harm others. There may be many reasons why a child engages in harmful sexual behaviour and it may be just as distressing to the child who instigates it as to the child victim.
<b>3.0</b>	<b>All staff should be aware of the importance of:</b>
<b>3.1</b>	<p>Making it clear that sexual violence and sexual harassment is always unacceptable, will never be tolerated;</p> <ul style="list-style-type: none"> <li>• Sexual violence and/or harassment is not an expected part of growing up is never tolerated or dismissed sexual as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;</li> <li>• Challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts; and</li> <li>• Up-skirting: where someone takes a picture under a person’s clothing (not necessarily a skirt) without permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or to cause the victim humiliation, distress or alarm.</li> </ul>

	It is a criminal offence. Anyone of any gender, can be a victim. Dismissing or tolerating any of the behaviour above risks normalising them
<b>4.0</b>	<b>Initiation or Hazing</b>
<b>4.1</b>	Hazing is intended as an initiation ceremony, or 'rite of passage', which is used to induct newcomers into an organisation, for example, a school, sports team or other. There are several different forms of hazing from relatively mild rituals to severe, and sometimes violent ceremonies. The ceremony welcomes newcomers by subjecting them to a series of tests or trials, which is intended to promote a bond between the group.
<b>4.2</b>	After the hazing ritual/ceremony the newcomers are considered to have something in common with senior members of the organisation or group because they have all experienced this themselves as part of a rite of passage. However, many rituals involve humiliation, embarrassment, abusive acts, and harassment and can place individuals at significant risk of harm.
<b>5.0</b>	<b>Prejudiced Behaviour</b>
<b>5.1</b>	The term prejudice-related bullying refers to a range of hurtful and harmful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and is associated with prejudices around belonging, identity and equality in wider society. Examples may include children who have physical and / or learning differences, those from different ethnic, cultural and religious backgrounds, gender, home life, issues of care, parental occupation, poverty, social class, and sexual identity.
<b>5.2</b>	Schools, colleges and education services should promote an ethos of whole community inclusion and recognise when children are being discriminated against, for any reason, and respond quickly and consistently in dealing with such unacceptable behaviour.
<b>6.0</b>	<b>Teenage relationship abuse</b>
<b>6.1</b>	Teenage relationship abuse is a pattern of threatened, or actual, acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teenager presents with a pattern of violent and coercive behaviour, whether in a heterosexual or same gender relationship, in order to gain

	power and maintain control over the partner. It can also be a form of child sexual exploitation.
<b>7.0</b>	<b>Sexism and Misogyny</b>
<b>7.1</b>	Sexism is prejudice or discrimination based on sex or gender. Although sexism can affect anyone, we mainly associate sexism with discrimination of women and girls as they are more often are the target. A belief exists that one group is superior or inferior to the other and involves attitudes, including ideas, theories, and beliefs that hold one group as superior, consequently justifying oppressing the other group based on their gender. For example, some people hold the view that women are inferior to men and there are often stereotypical ideas around roles.
<b>7.2</b>	Sexism may be part of organisational culture and practice where oppression is observed and accepted. The resultant discrimination and oppression can be conscious and hostile. On the other hand, sexism may be a result of implicit biases, whereby underlying, or 76 unconscious, attitudes and stereotypical beliefs are attributed to another person or group of people. Whether conscious or unconscious, all staff have a responsibility to address sexist attitudes or behaviour from either adults or children in schools, colleges or education services.
<b>7.3</b>	Misogyny is the hatred of, disdain for, or prejudice against women or girls. It can manifest in various ways, including patriarchy, hostility, belittling of women, violence against women, social exclusion, discrimination, and sexual objectification. Misogynists have a blatant disregard for women. When compared to sexism, misogyny is more intense and blatant. For example, a sexist person may oppose women receiving a lesser salary than men (in the same position). However, misogynists will believe that women are inferior to men and don't deserve equal pay. Therefore, misogyny is more intense and deliberate than sexism.
<b>7.4</b>	Online exploitation is the act of a sexually exploitative nature carried out against a child that has, at some stage, had a connection to the online environment. It includes any use of IT that results in sexual exploitation or causes a child to be sexually exploited, or that results in or causes images or other material documenting such sexual exploitation to be produced, bought, sold, possessed, distributed, or transmitted.
<b>7.5</b>	Child online sexual extortion and coercion – sexual extortion, also referred to as sextortion, is the blackmailing of a child with the help of

	self-generated images of that child in order to extort sexual favours, money, or other benefits from her/him under the threat of sharing the material beyond the consent of the depicted person (e.g. posting images on social media); this is seen as increasing form of abuse among teenagers.
<b>8.0</b>	<b>Expected Action for Schools, Colleges and Education Services</b>
<b>8.1</b>	All staff that suspect or witness abuse should inform the Designated Safeguarding Lead immediately before taking any further actions.
<b>8.2</b>	<p>The DSL will assess all incidents between children and consider:</p> <ul style="list-style-type: none"> <li>• The chronological and developmental ages of those involved</li> <li>• Potential difference in their power or control in relation to age, race, gender, physical, emotional or intellectual vulnerability</li> <li>• All alleged physical and verbal aspects of the behaviour/incident</li> <li>• Whether the behaviour involved inappropriate sexual knowledge or motivation</li> <li>• The degree of physical aggression, intimidation, threatening behaviour or bribery</li> <li>• The effect on the victim, for example, were there any attempts to ensure the behaviour and incident was kept secret</li> <li>• The child or young person’s motivation or reason for the behaviour, if they admit that it occurred.</li> <li>• The DSL will consider and identify whether it is a one-off incident, or a pattern of escalating behaviour.</li> <li>• It is necessary to gather the information as soon as possible to get the true facts.</li> <li>• The DSL should consult the decision-maker within the multi-agency safeguarding hub (MASH) with consideration for a referral to the Children and Families Hub.</li> </ul>

8.3	It is important to deal with a situation of child-on-child abuse immediately and sensitively. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents. Avoid language that may create a 'blame' culture and leave a child labelled. Staff should talk to the children in a calm and consistent manner. Staff will not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.
9.0	<b>Actions following gathering of information:</b>
9.1	<p>Record all incidents and all action taken</p> <ul style="list-style-type: none"> <li>• Be clear, explicit and non-avoidant, and avoid vague statements or euphemisms.</li> <li>• Record disclosures along with names of witnesses if there are any immediately.</li> <li>• Use proper names for body parts but record exactly any language or vocabulary used by the child.</li> <li>• Use the child's exact words in quotation marks.</li> <li>• Note where and when the incident happened and names of any witnesses.</li> <li>• Gather the facts; speak to all the young people involved separately to gain a statement of facts.</li> <li>• Use consistent language and open questions; For example, <ul style="list-style-type: none"> <li>○ what happened?</li> <li>○ did anyone see the incident?</li> <li>○ what was seen?,</li> <li>○ what was heard?,</li> <li>○ did anyone Intervene?</li> </ul> </li> <li>• Do not interrogate or ask leading questions.</li> <li>• Has this been a deliberate or contrived situation for a young person to be able to harm another?</li> <li>• Consider intent.</li> </ul>
9.2	Colleagues from the MASH and the police may decide to investigate further and wish to interview children in a school, college or education service or they may ask for parents to come in to be spoken to.
9.3	It is important to be prepared for every situation and the potential time it may take.

<b>10.0</b>	<b>Informing parents/carers</b>
<b>10.1</b>	In sensitive and challenging circumstances best practice would suggest that parents/carers are informed personally on a face-to-face basis. Although this may be time consuming, the nature of the incident and the type of harm/abuse a child may be suffering can cause fear and anxiety for parents/carers, whether their child is the victim or the child who harmed another.
<b>11.0</b>	<b>Points to consider</b>
<b>11.1</b>	What is the age of the children involved? How old are the young people involved in the incident and are there any age difference between those involved? In relation to sexual exploration, children under the age of 5, in particular 1-4-year old who are learning toileting skills may show a particular interest in exploration at around this stage. This however should not be overlooked.
<b>11.2</b>	Where did the incident or incidents take place? Was the incident in an open, visible place to others? If so, was it observed? If not, is more supervision required within this area?
<b>11.3</b>	What was the explanation by all children involved of what occurred? Can each of the children give the same explanation of the incident and what is the effect on the children involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Are there different child accounts, and if so, why?
<b>11.4</b>	What is the understanding of what occurred from each child? Do the children know/understand what they are doing? For example, do they have knowledge of body parts, of privacy, dignity and parts of the body that are private? Is the child's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the child understand the impact of their behaviour on the other person?
<b>11.5</b>	Repetition - has the behaviour happened before, or been repeated to an individual on more than one occasion? Has the behaviour persisted despite previous incidents when concerns have already been addressed and appropriately resolved?
<b>12.0</b>	<b>Next steps</b>
<b>12.1</b>	Once the outcome of the incident has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required.



12.2	For the child who has been harmed It may be that the child wishes to access counselling or one-to-one support to feel safe. Equally, they may decide counselling is not right for them (at that time) and choose the support of family and friends. However, the child may need to be monitored and be offered support in their school, college or education service and should they request counselling in the future, they can facilitate this.
12.3	If concerns are of a bullying nature, the child may need support in improving peer groups and relationships with other children. If restorative justice work can be provided this may support all those involved and help to alleviate future difficulties. Other interventions may target a whole class or year group work in line with the school PSHE schemes of work.
12.4	Partner agency specialists may be invited to schools to support PSHE work and speak on particular subjects. For example, School Nurses may deliver sessions around puberty - growing and changing, Jersey Youth Service on healthy relationships and risk-taking behaviour and the services they offer children and young people, or the police to explain the concept of consent and the law. If the child feels particularly vulnerable a risk assessment can be put in place for them during school time so they know the named adult, they can go to for support and coping strategies. School, college or the education service may identify other specialist services that can support a child in managing potential future issues and offer additional support.
12.5	For the young person who has displayed harmful behaviour It is important to explore what caused the child to behave as they did. It may be that the child is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support through counselling may be helpful or necessary. Specific support through an Early Help referral should be considered as the child and family may require additional support. Once support has been offered to meet their individual needs of the child, it is important that that they understand potential consequences for their behaviour upon another child. This may be in the form of restorative justice e.g. working with the child they have targeted if this has been some form of bullying to reach conciliation.
12.6	In cases of sexually harmful behaviour, it may be a requirement for the child to engage in one-to-one work with a service or agency; if a crime has been committed this may be through the police or probation service. However, if there is any form of criminal investigation ongoing it may be that the child cannot be educated on site until the investigation has concluded. In this case, the child will need to be provided with

	<p>appropriate support and education elsewhere. If it is thought that the behaviour the child has displayed may continue to pose a risk to others, an individual risk assessment will be required. A multi-agency approach should be applied to ensure that the needs of the child and risks towards others are considered by all those agencies involved and should include the child (if age appropriate) and their parents/carers.</p>
<b>12.7</b>	<p>Additional supervision of the child and protective strategies should be part of a risk assessment and action plan if it is thought the child poses further potential risk of engaging in inappropriate or harmful behaviour. It is important that following an incident the child involved in the harmful behaviour continues to feel supported and receives help even if they have stated that they are managing well. Sometimes feelings of remorse, regret, guilt or unhappiness can occur at a much later stage. It is important to ensure that the child does not engage in any further harmful behaviour either towards another child/ren or to themselves, for example, self-harm. For this reason, regular reviews with the young people following the incident(s) are crucial.</p>
<b>13.0</b>	<p><b>Preventative Strategies</b></p>
<b>13.1</b>	<p>Child-on-child abuse can and will occur on any site even with the most robust policies and support processes. Therefore, it is important that schools, colleges and education services have appropriate strategies to proactively prevent child-on-child abuse. They should promote a culture of inclusivity, where all staff are mindful of their own attitudes, and aware of CYPES expected code of conduct when working (or volunteering) with children.</p>
<b>13.2</b>	<p>Schools, colleges and education services should be an open environment where children feel safe to share information about anything that is upsetting or worrying them. A strong PSHE curriculum tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to others.</p>
<b>13.3</b>	<p>Staff should never dismiss issues as ‘banter’ or ‘growing up’ or compare them to their own experiences of childhood. Children are part of changing their circumstances and through student school councils and pupil participation children should be encouraged to support changes and develop ‘rules of acceptable behaviour’.</p> <p>Children can be part of promoting the positive ethos in school - one where all children understand the boundaries of behaviour before it becomes abusive.</p>

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

<b>Produced by:</b>	Head of Student Life
<b>Approved by:</b>	Assistant Principal Students and Core Learning and Policy Review Panel
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