St. John's Primary School



Child Protection and Safeguarding Policy

"You should not be harmed and should be looked after and kept safe."
Article 19 United Nations Rights of the Child

Thinking
Learning
Caring

Introduction

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We will act quickly and follow our procedures to ensure children receive early help and effective support, protection and justice.

Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the 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.

(Keeping Children Safe In Education 2025)

St John's School is committed to safeguarding and promoting the welfare of all its pupils. We believe that:

- All children/young people have the right to be protected from harm
- Children/young people need to be safe and to feel safe in school
- Children/young people need support which matches their individual needs, including those who may have experienced abuse
- All children/young people have the right to speak freely and voice their values and beliefs
- All children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy healthy sociable child/young person will achieve better educationally
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk-taking behaviours
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

Overall Aims:

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

- Clarifying standards of behaviour for staff and pupils
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared values
- Introducing appropriate work within the curriculum (specifically computing and PSHE)
- Alerting staff to the signs and indicators that all might not be well and developing staff awareness of the causes of abuse
- Developing staff's awareness of the risks and vulnerabilities their pupils face
- Addressing concerns at the earliest possible stage
- Developing staff and pupil awareness of the of the potential risks posed by AI

This policy will contribute to supporting our pupils by:

- Identifying and protecting the most vulnerable
- Identifying individual needs where possible
- Designing plans to meet those needs

This policy will contribute to the protection of our pupils by:

- Including appropriate work within the curriculum
- Implementing child protection policies and procedures
- Working in partnership with pupils, parents and agencies

This policy applies to all adults, including volunteers, working in or on behalf of the school. All staff and volunteers will:

- fully comply with the school's policies and procedures
- attend appropriate training
- inform the designated people of any concerns

This policy should be read in conjunction with other school policies on First Aid, Intimate Care, Encouraging Positive Behaviour, Online Safety, Lone Worker, Data Protection and CYPES policies relating to Health and Safety and Safeguarding.

Key Principles

These are the key principles of Safeguarding and Child Protection:

- Always see the child first.
- Always bear in mind it could happen here.
- Never do nothing.
- Do with, not to, others.
- Have conversations, build relationships.

Expectations

All staff and visitors will:

- Be familiar with this Safeguarding and Child Protection Policy
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
- Be alert to signs and indicators of possible abuse (See Appendix One for current definitions and indicators). This has been revisited in the annual Safeguarding update.
- Record concerns and give the record to the Designated Safeguarding Leads Mr Pallant/ Mr Hazley (through MyConcern).
- Deal with a disclosure of abuse from a child in line with the guidance in Appendix Two - you must inform the Designated Safeguarding Lead/Deputy immediately, and provide a written account as soon as possible using MyConcern.

All staff will receive in house training at least once every year as part of the school's continual professional development cycle.

The Designated Safeguarding Lead

There are two DSLs (Stuart Pallant- Deputy Headteacher and Jamie Hazley- Headteacher). Their roles include to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the authorities including the Children and Families Hub, and support staff who make such referrals directly

If a pupil moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current Department guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. This process is usually completed by the using MyConcern and is the responsibility of the DSL.

Child Protection

Child protection is everyone's responsibility. This policy applies to all staff, volunteers and visitors in the school. Our policy and procedures also apply to extended school and off-site activities.

All staff will read and understand Part 1 of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually. All staff will sign a declaration or

accept the document as read on MyConcern, at the beginning of each academic year to say that they have reviewed the guidance.

Process:
Staff:
All that work with children and families need to:

- Know when to share information with other practitioners and what action to take
- Be able to identify and recognise all forms of abuse, neglect and exploitation
- Understand domestic abuse, including controlling and coercive behaviour, as well as parental conflict that is frequent, intense and unresolved
- Be aware of new and emerging threats, including the role of technology and social media
- Be aware that a child and their family may be experiencing multiple needs at the same time

All staff have access to MyConcern. If any staff member has a safeguarding concern about any child in the school or a child makes a disclosure the following steps should be followed:

- The child must be listened to and taken seriously. On no account should suggestions be made to children as to alternative explanations for their worries (Remember Tell, Explain, Describe TED).
- The adult should reassure the child that they have done the right thing by disclosing.
- The adult should the concern onto MyConcern, try to do this as soon as possible. If necessary, cover will be found for your class.
- The adult should speak to a DSL after the MyConcern has been logged.

What we do when we are concerned
Where risk factors are present but there is no evidence of a particular risk the DSL may work with the child and monitor the situation closely. The DSL may well be the person who talks to and has conversations with the pupil's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.

The DSL can decide to notify the Children's and Families HUB so that a strategic overview can be maintained, and any themes or common factors can be recognised; the school will review the situation after taking appropriate action to address the concerns.

Staff support
We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate.

Providing a Safe and Supportive Environment

School security
St John's School provides a safe and secure environment for pupils and staff to work in. Potential problems to safeguarding are limited as far as possible by:

- the external should be locked except at the beginning and end of each day
- there should be a member of staff in the reception or head's office to monitor the front entrance at all times entrance to the school is via a card system or visitors are buzzed in by office staff.
- visitors and volunteers must only enter through the main entrance and after signing in using the IPad provided
- children will only be allowed home with adults with parental responsibility or confirmed permission
- children should never be allowed to leave school alone during school hours, and if collected by an adult, signed out
- staff should challenge unidentified / unknown people on school premises
- caretaker is responsible for locking doors and securing windows in classrooms at the end of the day

- teaching staff are responsible for checking their learning environment daily for safeguarding / Health and Safety concerns.
- all staff are responsible for reporting any Health and Safety concerns to the Headteacher / Deputy and Caretaker. Caretaker will then record into jobs book and complete in priority order.

Should a child leave the school premises without permission then the SLT must be informed immediately. Parents will then be informed of the incident and the police if necessary.

Safer Recruitment and Selection

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS). The Headteacher has undergone Safer Recruitment Training and will be on the interview panel for any prospective appointment. Any volunteer or regular helper in the school undergoes a DBS check.

Induction of newly appointed staff

All staff, supply teachers and regular volunteers are DBS checked. All DBS numbers are held in the School Central record. No unchecked volunteer will be left alone with children. All staff and regular supply teachers have read the Staff Code of Conduct, School Safeguarding and CP Policy, School Behaviour Policy, fire Risk Assessment, St John school fire procedures.

Welcoming visitors

Any visitors to the building must be signed in and out of the school building at the office and must wear a visitor badge which can be clearly seen. They should enter and exit the school building by the main entrance only. Any trades people will be accompanied by the school caretaker and wherever possible work will be completed outside the school day. All contractors are from the approved list.

Volunteers

All School based volunteers and visitors will get a copy of the 'A Guide to Keeping Children Safe at St John's School', with copies of the' **Volunteers / Supply Teachers Concern reporting form**' (Appendix 5 to complete when required. The volunteer who has a Child Protection concern will immediately complete the concern form and inform a DSL, who will act accordingly.

Attendance

Excellent attendance is expected of all children, but when children are unwell parents are expected to confirm absence by telephone or email immediately.

The school works closely with the Education Welfare Officer (EWO) whenever a child's attendance and / or punctuality causes concern. Positive measures are put in place to encourage children to attend regularly and punctually. The school follows a graduated response in matters concerning attendance or punctuality (see attendance policy).

Children Missing from Education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. If any child is missing from education the school would take advise from the EWO immediately and act accordingly.

The term 'Missing from Education' refers to any child that is not on role.
The term 'Absent from Education' refers to any child that is on roll although absent from school.

Non-collection of children

All children are handed over to an agreed adult at the end of the day (unless they are un upper Key Stage 2 and walk home on their own) if a different adult is collecting for any reason the school office or class teacher should

be notified. If a parent or relative is legally not allowed to collect a child due to court action the school need to be informed immediately and will act with accordance of the court order. If a child is not collected at the end of the day, we will:

- Allow a reasonable time for possible delay due to traffic or unforeseen incident
- Child will in the community room in the reception then in a classroom and 'help with jobs'
- Contact will be attempted with adult expected at collection time
- Contacts on the data sheet will be contacted in priority order to clarify the possible explanation for late collection and plan for collection
- Regular late collection will result in the establishment of an attendance plan to support with routine timely collection.
- Escalation to Education Welfare Officer involvement will be necessary should the attendance plan fail to result in prompt end of day collection.

Behaviour

Good behaviour is essential in any community and at St John's School we have high expectations for this. We aim to promote positive behaviour in accordance with our positive behaviour policy.

All staff need to recognise that children suffering from abuse or trauma, or where abuse has happened historically, may have challenging behaviour at times which they must be supported with.

Please refer to the Positive Behaviour Policy for further information and guidance.

Counter Bullying

Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves. This can take the form of name-calling, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant stories about someone. This can be face to face or online.

The school works hard to ensure that all pupils know the difference between bullying and simply "falling out". All incidents of bullying are logged on SIMs and are maintained on a separate log in accordance with the counter-bullying policy.

First aid

The list of First aiders is on the safeguarding board in the school foyer. When a child is unwell, or has suffered an accident in school or on the playground there is a protocol for staff to follow:

- a trained first aider is on every outside duty they are highlighted in green on the duty rotas. They are responsible for dealing with most first aid incidents and on the playground. More serious incidents are dealt with in the First aid room in the school reception.
- if staff are concerned about the injury or a mark has been left the parents are contacted and options discussed
- if the injury is a head bump – first aid is given, and parents are informed
- all first aid incidents are recorded by a first aider in the first aid log with the first aid kit
- if an injury requires A&E treatment a notifiable accident form is completed online which CYPES have access to

School trips

Staff are actively encouraged to take pupils out on visits to enhance their learning. These trips should be carefully planned for to minimise risk and safeguard our pupils. The following guidance should be followed:

- the minibus may only be driven by a minibus trained member of staff
- ratios for visits must be maintained at all times – 1:6 for EYFS and KS1 and 1:12 for KS2
- booster seats appropriate for a child's height must be used
- a first aid kit and mobile phone must be taken on all trips
- first aid provision must be considered in the risk assessment and if necessary, a trained first aider supports with the trip

- a risk assessment and visit form must be handed to the External Visits Coordinator (deputy headteacher) a minimum of 48hrs before any visit for approval by himself and the headteacher. Risk assessments are filed in the school office and CYPES retention guidance followed.

Monitoring and review
It is the responsibility of the SLT (Senior Leadership Team) to monitor the effectiveness of the Safeguarding Policy through continual self-evaluation.

The SLT will ensure that:

- the school has a Safeguarding and Child Protection Policy
- all other linked policies are kept up to date and shared with staff
- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children
- the school has procedures for dealing with allegations of abuse against staff and volunteers
- a senior member of the school's leadership team (Deputy Headteacher) is the Designated Safeguarding Lead
- staff undertake appropriate child protection training

Our Role in the Prevention of Abuse
Relevant issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, sex and relationship education, Online Safety and bullying. Risks from AI are discussed in specific AI lessons from Year 4 upwards.

Our Safeguarding and Child Protection policy cannot be separated from the general ethos of the school, which should ensure that pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Designated Safeguarding Lead and this should be treated the same as other Safeguarding issues.

Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

Tackling Violence Against Women and Girls (VAWG)

St John's School recognises the importance of addressing issues of gender inequality, harassment, and harmful behaviours as part of our safeguarding duty. In line with the Taskforce on Violence Against Women and Girls in Jersey (2024), we are committed to:

Education and Curriculum: Ensuring that our PSHE curriculum includes age-appropriate teaching on healthy relationships, respect, consent, equality, and the links between misogyny, victim-blaming and violence against women and girls.

Whole-School Approach: Promoting a culture of vigilance, challenge, and high standards of respect for all, including through staff training in bystander intervention and opportunities for pupil voice (e.g. developing a pupil "Bill of Rights" that makes explicit what behaviours are unacceptable).

Awareness of Support: Making sure pupils know about sources of support, including school-based counselling and external specialist services such as Dewberry House Sexual Assault Referral Centre, Jersey Action Against Rape, and Jersey Domestic Abuse Support.

Staff Training: Supporting all staff to feel confident in recognising and challenging sexist, misogynistic or harmful behaviours, both in and out of the classroom, and in understanding referral pathways if a child discloses abuse.

Community Engagement: Actively engaging boys as well as girls in discussions around respect, equality, and violence prevention, ensuring positive role modelling throughout the school community.

This approach reflects the recommendations of the Jersey VAWG Taskforce (pp. 27–32) and demonstrates our commitment to creating a safe, respectful, and inclusive environment for all pupils.

Involving Parents/Carers
In general, we will discuss any child protection concerns with parents / carers before approaching other agencies and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated Safeguarding Lead. However, there may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Multi-Agency Work
We work in partnership with other agencies in the best interests of the children. Referrals should be made by the Designated Safeguarding Lead to the Children's and Families Hub: Tel:519000
Online reporting form- Children and Families Hub Enquiry Form

We will co-operate with any child protection enquiries conducted by children's social care: the school will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences, and core group meetings.

We will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.

Where a pupil is subject to an inter-agency child protection plan or a multi-agency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

Allegations Against Staff
This procedure should be used in any case in which it is alleged that a member of staff, visiting professional or volunteer has:

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved in a way that indicates they is unsuitable to work with children

Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse children.

All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately. Allegations or concerns about colleagues and visitors must be reported direct to the Head Teacher unless the concern relates to Head Teacher. If the concern relates to the Head Teacher, it must be reported immediately to the CYPES School Senior Advisor (Tracey Moore – t.moore2@gov.je or CYPES Designated Safeguarding Officer GOT TO HERE. For additional guidance see the CYPES policy 'Dealing with Allegations against Staff & Volunteers' and Appendix Three of this document. The Jersey Designated Officer should also be contacted: 443566 or 07797954714 - "Dani Perrier" d.perrier@gov.je

Digital Safeguarding
As a school we oversee and monitor the safe use of technology when children are in their care and take action immediately if they are concerned about wellbeing. We implement online safety policies and acceptable use policies, which are clear, understood and respected by all.

We use 2 digital monitoring systems:

Lightspeed – Which sends a report of suspicious Searches on School equipment to DSLs and Online Safety Officer.
IMPERO – Which monitors specific keystrokes and immediately alerts DSLs and OSO.

We ensure that all staff receive appropriate online safety training that is relevant and regularly updated.

We ensure there are mechanisms in place to support young people, parents and staff facing online safety issues, including parent forums.

We educate young people, parents and the school community to build knowledge, skills and capability in online safety. There are specific lessons focussed on online safety and the risks posed by misinformation and disinformation. From Year 4 upwards there are specific AI awareness sessions.

We do not request for a website to be unblocked or application installed unless a risk assessment has been completed and a DPIA is completed for all new software used in the school.

If staff know of misuse, either by a teacher or child the issue should be reported to the Headteacher / Deputy Headteacher or online Safety Officer – Miss Georgie Clavel. Following the Online Safety policy, children have signed an AUP before being allowed to use ICT equipment at school. Children are aware that breaking the AUP can lead to children being denied access to ICT equipment.

As DSL both the Head and Deputy Headteachers have responsibility for internet safety. The computing subject leader also has responsibility for online safety, she is also the online safety lead, and facilities regular National Online Safety Updates parents with news letters.

Mobile phones
Pupils are permitted to bring mobile phones to school because this can improve their safety when they are traveling to school unaccompanied. They must give their mobile phone to the office to look after during the day.

Staff are allowed to bring their personal phones to school for their own use but will limit such use to non-contact time when pupils are not present and access these in appropriate spaces within school. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils. (see E Safety policy).

Photographing and videoing
We regularly take photos of the children at school. We may use these images within classrooms, in corridors and in our school's information booklet or in other printed publications, as well as our web site. We may also make video or web cam recordings of school events such as residential trips or assemblies. Videos are used to assess children's speaking and listening skills, PE skills and for specific projects.

Any photographs or video MUST be on school supplied equipment and NOT personal devices. Storage of such images are secure as all hardware needs a code to access, any material hosted on our behalf such as EExAT or VEO require parental permission. Please see AUP, Data Protection and IT policies for additional information.

We follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

From time to time, our school may be visited by the media who will take photographs or video /film footage. Pupils will often appear in these images which may be used in the JEP or on televised news programmes. School photographs that are for use outside of school are anonymous unless specific permission has been received from parents. Parents are asked to sign a consent form upon entry to school stating whether they are happy for such photographs and videos to include their child. Conditions of use of photos and video footage are clearly stated on the back of the consent form. Teachers are informed of pupils who do not have parental consent.

If parents wish to take photographs/video of their children during class assemblies/performances, they are informed that they can do so but must keep in mind they should not focus on other children and not to publish

photographs/film of other children on social networking websites. Parents are not allowed to take photos when they are helping on trips.

Critical Incident
When a critical incident occurs, the school must follow the ED Guidance to Critical Incident Management alongside the school's own Critical Incident Guide. This guidance helps the school plan to respond to a critical incident and offers a framework to operate. Copies of the guidance are available in the Headteacher and Deputy Headteacher's offices, at the school office and within the staffroom

Data Protection
As a school we register with the Information Commissioner annually as a data controller. We ensure that all staff are aware of the Data Protection Law and ensure that all personal and sensitive personal data is processed securely and within the Law. We do not publish a picture of a child without written permission from a parent. We do not transfer personal data to a third party (including web-based companies such as Google) without completing a risk assessment.

Records Management
We will keep up to date and accurate information in order to keep children safe and provide appropriate care for them. This is stored centrally in the office in a locked / secure filing cabinet. This information will not be shared with anyone apart from staff members unless a child is 'at risk'.

As a school, we transfer ALL school records (including child protection records and other sensitive records) to the destination school in a secure manner. We will seek and obtain school records from the previous school of a transferring pupil.

We adhere to the retention schedules for storing and destroying data and will not destroy data until the retention period has expired.

We ensure that a pupil's school record remains at the last educational establishment they attended (including Highlands College) until they reach 25 years of age.

Health and Safety
The school has designated individuals responsible for health and safety within the school. These include the Head Teacher, Deputy Head and Caretaker and School business manager. These staff members make up the health and safety committee.

The school is aware of, and disseminates, all the Department's Health and Safety Policies and the critical incident guidance. We ensure that staff and volunteers are competent and trained to an appropriate level. We ensure that the premises is maintained to a high standard. We ensure that ALL staff know how to cope with critical incidents or emergencies such as fire. We undertake appropriate hazard identification and risk assessments to cover the school's premises, equipment, on-site and off-site activities. We keep thorough records of health and safety incidents and issues.

Change History

Version	Date Issued	Issued by	Reason for Change	Presented To	Approved by:	Date
0.1	September 2021	Stuart Pallant	Updated Policy with new staff	All Staff	TDH	September 2021
0.2	October 2022	Stuart Pallant	Rewrote Policy in light on KCSE 22) and significant staffing changes	All Staff	JH	October 2022

0.3	September 2023	Stuart Pallant	Updates Policy in Light of KCSE 2023 updates.	All Staff	JH	September 2023
0.4	September 2024	Stuart Pallant	Updates Policy in Light of KCSE 2024 updates.	All Staff	JH	September 2024
0.5	September 2025	Stuart Pallant	Updated policy in light of KCSIE 2025 and CP and SG were merged on the advise of Dani Perrier	All staff	JH	September 2025

Appendices

APPENDIX ONE - DEFINITIONS AND INDICATORS OF ABUSE

1. NEGLECT

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

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

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

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

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

2. PHYSICAL ABUSE

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

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

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

3. SEXUAL ABUSE

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

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

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

4. SEXUAL EXPLOITATION

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

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

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

5. EMOTIONAL ABUSE

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

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

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

N.B.: Some situations where children stop communication 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 all categories:

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

7. DISABLED CHILDREN

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

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

APPENDIX TWO – PROCEEDURES TO FOLLOW AFTER A DISCLOSURE OR CONCERN

What to do if a child makes an allegation or you have safeguarding concerns

• An allegation by a child or young person that they have been sexually, physically, emotionally abused or neglected must be **listened to, taken seriously**. On no account should suggestions be made to children as to alternative explanations for their worries (Remember Tell, Explain, Describe TED).

Members of staff should make it clear to children or young people who approach them asking for complete confidentiality that members of staff would be bound to pass on the information. This is however on a need-to-know basis and should be kept as confidential as possible.

The adult should reassure the child that they have done the right thing by disclosing.

- The adult should add the concern onto MyConcern, try to do this as soon as possible, if necessary, cover will be found for your class.
- The adult should speak to a DSL after the MyConcern has been logged.
- The DSL or Deputy DSL will decide whether to refer to the Children and Families Hub see link below;
- Children and Families Hub or telephone 519000.

APPENDIX THREE - ALLEGATIONS ABOUT A MEMBER OF STAFF OR VOLUNTEER

1. Inappropriate behaviour by staff/volunteers could take the following forms:

- **Physical**
  For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- **Emotional**
  For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
- **Sexual**
  For example, sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.
- **Neglect**
  For example, failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.

2. If a child makes an allegation about a member of staff, visitor or volunteer the Head Teacher should be informed immediately. The Head Teacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head Teacher should not carry out the investigation herself or interview pupils.

3. The Head Teacher must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –

- If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Head Teacher will notify the Local Authority Designated Officer (LADO) Team .If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil(s), these should be addressed through the school's own internal procedures.
- If the Head Teacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child protection file.

Managing Allegations Against Staff – Schools

The following aide memoir is designed to be used in conjunction with Keeping Children Safe in Education - Jersey and Managing Allegations Policy.

The following roles are referred to below: **JDO -** is the Jersey Designated Officer who oversees all allegations across the island in any setting / agency. **DSO -** is the Designated Safeguarding Officer for Education who supports and advises schools in all safeguarding matters on behalf of CYPES, including managing allegations.	**Confidentiality:** The JDO and DSO, and every member of staff involved in the process of a referral, have a duty of confidentiality. Information must only be shared when a risk assessment requires it to be. JDO and DSO cross check all referrals, including those that haven't met threshold to identify patterns which may need to be taken into account with subsequent referrals or which require further action.

An Allegation is made which indicates that a member of staff has:
- Behaved in a way that has harmed, or may have harmed, a child or
- Possibly committed a criminal offence against, or related to, a child or
- Behaved towards a child or children in a way that indicates that he/she is unsuitable to work with children.
- Behaved towards a child or children that indicates he or she may pose a risk of harm to children.

Is the allegation against the Headteacher?

Yes → **Report Allegation to DSO for Education.** DSO will advise the Head of SIAS if deemed proportionate.

No → **Report Allegation to School Headteacher**. *If the Headteacher is not available then report to the Deputy Head who should inform the Headteacher as soon as*

Advice and initial discussion with: DSO - Designated Safeguarding Officer for Education. Telephone: 07797954714

Following a conversation with the DSO, the Headteacher must:
1) Complete a **JDO referral form** and send to the JDO copying in the DSO. *In some cases the allegation may not meet threshold for JDO involvement (i.e. does not meet the criteria in Box 1 and is therefore not a safeguarding issue but one of professional conduct.)*

2) A Child and Families Hub referral should be made for the child. A conversation with the parents should happen prior to this being submitted.
3) The School's HR Business Support / Case management should be contacted and advice sought regarding assessing the level of risk. The DSO can support with this contact and decision making.
4) The member of staff is informed they are subject to the Managing Allegations process and welfare support offered via the line-manager (advice for this can be offered by HR).
5) Complete a Record of Allegation template with all actions and steps taken so far. This should be shared with the DSO.

Managing Allegations process followed with JDO
1) Allegation follows the Managing Allegations Framework: LINK
2) JDO will consider necessity for police involvement
3) School to share all current information and reasonable enquires made at an allegations meeting (Allegations meeting can be called at any necessary point in the process)
4) Meeting will decide if school need to complete a fact find and/or investigation with support of HR

Referred back to Education HR as a case of professional conduct investigation:
Internal processes following disciplinary process for Public Servants.

- Outcome (of either JDO Managing Allegations process or internal investigation) must be recorded by the DSO on 'Record of Allegation' stipulating: False, Malicious, Unfounded, Unsubstantiated, Substantiated
- Outcome letter will be sent by JDO.
- Lessons learnt meeting or reflection to be considered.

APPENDIX FOUR - 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 UK 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 Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or 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 the UK.

4. Pupils 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 school staff are able to recognise those vulnerabilities.

5. Indicators of vulnerability include:
   - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society
   - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and 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 / pupil'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 / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life
   - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration
   - Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others

APPENDIX FIVE - INTERNAL REFERRAL CONCERN REPORT FOR SUPPLY TEACHERS, VISITORS AND VOLUNTEERS

ST JOHN SCHOOL

Volunteers / Supply teachers Concern and reporting form

Name of Pupil :	
Name of person reporting concern:	
Position in School / Role:	
Place of incident or concern:	
Where this was reported:	
Date of concern:	
Time of concern:	
Date and Time of this recording:	
Date/time referred to Headteacher/ DSL:	

Your Description/Account of incident or concern (What was said, observed, reported and by whom)
What did the child/young person say: Additional information (your observations, context of concern/disclosure)
Your Response to Pupil/young person: (what did you do/say following the concern)

Action and response of DSL/Headteacher with date and time: eg. Spoke to parents, arranged a meeting with parents, completed HUB enquiry	
Feedback given to member of staff reporting concern:	