JANVRIN SCHOOL

Safeguarding Policy

May 2026

Safeguarding

As a Rights Respecting School our philosophy is underpinned by the values and principles of the United Nation's Convention on the Rights of the Child (UNCRC).

Article 3: Everyone who works with children should do what is best for each child.
Article 9: Your right to be with your Parents/carers if this is what's best for you.
Article 12: Your right to say what you think should happen and be listened to.
Article 19: You should not be harmed and should be looked after and kept safe.
Article 33: You should be protected from dangerous drugs.
Article 34: The government should protect children from sexual abuse.
Article 35: You have a right not to be sold.
Article 36: You should be protected from doing things that could harm you.
Article 39: Children should get special help if they have been abused.

Introduction

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment.
- preventing impairment of children's health or development; and
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully

(Jersey Safeguarding Partnership Board)

Every Child Matters raised five key issues that were deemed essential in the complete development of each and every child:

- must be and stay safe
- must be healthy
- must be able to enjoy and achieve
- must be able to achieve economic well-being
- must make a positive contribution

Janvrin 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 must be encouraged to respect each other's values and support each other;
- 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;
- Schools have a responsibility to play a crucial role in preventative education
- All staff and visitors have an important role to play in safeguarding pupils 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;
- Encouraging pupils and Parents/carers to participate;
- Alerting staff to the signs and indicators that all might not be well;
- 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; and

- Reducing the potential risks pupils face of being exposed to violence, extremism, exploitation, or victimisation

This policy will contribute to supporting our pupils by:

- Identifying and protecting the most vulnerable
- Identifying individual needs where possible; and 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; and Working in partnership with pupils, Parents/carers 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 Child Protection, First Aid, Intimate Care, Encouraging Positive Behaviour, Online Safety, Lone Worker, Data Protection and CYPES policies relating to Health and Safety and Safeguarding. (These can be found here Children, Young People, Education and Skills Policies (gov.je))

Key Principles:

These are the key principles of safeguarding:

- Always see the child first.
- Never do nothing.
- Do with, not to, others.
- Do the simple things better.
- Have conversations, build relationships.
- Outcomes not outputs.

Legislation and Guidance:

We comply with the statutory legislation, guidance and arrangements issued by Jersey's Education Department – The Children, Young People, Education and Skills Department.

The Department for Education's (DfE's) statutory guidance Keeping Children Safe in Education (2024) and Working Together to Safeguard Children (2023), the Maintained Schools Governance Guide have been used to support the writing of this policy.

This policy has also used the following English legislation as best practice guidance:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children

- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children
- The statutory framework for the Early Years Foundation Stage.

Definitions:

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm.

Neglect is a form of abuse and 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.

Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams. This also includes pseudo-images that are computer-generated images that otherwise appear to be a photograph or video.

Children include everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to

their needs:

- The local authority (LA) – in Jersey - CYPES
- A clinical commissioning group for an area within the LA – in Jersey -The Safeguarding Partnership Board The chief officer of police for a police area in the LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

The Four Categories of Abuse:

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 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 caregivers) or ensure access to appropriate medical care or treatment; • The neglect of, or unresponsiveness to a child's basic emotional needs.

Physical Abuse:
Physical abuse 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. (This used to be called Munchausen's Syndrome by Proxy but is now more usually referred to as fabricated or induced illness).

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 a pupil 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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. 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 of a child, although it may occur alone

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 acts of sexual abuse, as can other children.

Roles and responsibilities:

Safeguarding and child protection is **everyone's** responsibility. This expectation applies to all staff, visitors and volunteers.

Our policy and procedures also apply to extended school and off-site activities.

All staff will be aware of our systems which support safeguarding, including this child protection and safeguarding policy, the staff [handbook/code of conduct], the role and identity of the designated safeguarding lead (DSL) and [deputy], the behaviour policy, and the safeguarding response to pupils who go missing from education

Confidentiality:

- Accurate timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping pupils safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
  - There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies

- The DSL will have to balance the victim's wishes against their duty to protect the victim and other pupils o The DSL should consider that:
  - Parents or carers should normally be informed (unless this would put the victim at greater risk)

- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains • Regarding anonymity, all staff will: o Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
  - Do all they reasonably can to protect the anonymity of any pupils involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for pupils involved
  - Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities

- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)

The Designated Safeguarding Lead:

Andrew Willis (Headteacher) is the Designated Safeguarding Lead (DSL) and Mary O'Neill (Deputy Safeguarding Lead). They have lead responsibility and management oversight and accountability for child protection and will be responsible for coordinating all child protection activity with Deputy headteacher Leah

Gabbiadini as designated safeguarding lead. When the school has concerns about a child, the Designated Safeguarding Leads will decide what steps should be taken and should advise the Head Teacher.

Child protection records will be stored securely on My Concern. Paper accounts of child protection incidents/agency involvement and sharing information will be kept in the school office. However, My Concern is the primary document and recording tool used.

Access to these records by staff other than by the Designated Safeguarding Lead will be restricted.

Parents/carers will be aware of information held on their pupils and kept up to date regarding any concerns or developments by the appropriate members of staff.

Do not disclose to a parent any information held on a child if this would put the child at risk of significant harm.

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. We will record where and to whom the records have been passed and the date.

For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.

Providing a Safe and Supportive Environment:

School security

Janvrin School provides a safe and secure environment for pupils and staff to work in however the school is only as secure as the people who use it. Therefore, all people on the site have to adhere to the rules, which govern it. Potential problems to safeguarding are limited as far as possible by:

- pupils remain with their teacher until they are individually passed on to their parent or carer at the end of the day;
- Pupils in years 4, 5 and 6 can leave the school premises at the ed of day without parents if the parent has completed the permission to walk home from school form. **Mrs Gabbiadini** will determine the process outcome and authorise if appropriate to each individual child;
- exterior fencing must be locked, the gates are only unlocked when parental/carer access is needed these must be secured at all other times;
- the external doors (apart from the front sliding doors) should be locked except at the beginning and end of each day and there are signs reminding people of this;
- fob activated doors are accessed by a staff passcard/fob – these are only to be used by Janvrin School Staff must be secured safely alongside school ID;
- Staff must wear their staff ID as a matter of routine. This must stored securely when not worn;
- there should be a member of staff in the reception or deputy head's office to monitor the front entrance at all times;
- visitors and volunteers must only enter through the main entrance and after signing in at the office;

- The main office will issue visitor ID lanyard. This must be worn by visitors as it is an assurance that they have checked in at the office as require. Returning this ID as they sign out and leave;
- pupils will only be allowed home with adults with parental responsibility or confirmed permission;
- pupils should never be allowed to leave school alone during school hours, and if collected by an adult, signed out;
- staff should store valuables in the locked cupboard in their classroom or staff lockers;
- staff should challenge unidentified / unknown people on school premises;
- adults and parents/carers visiting the school should use staff toilets only and not children's toilets;
- pupils are encouraged to cross the main entrance with a lollipop trained member of staff;
- staff are responsible for locking doors and securing windows in their classroom at the end of the school day; • teaching staff are responsible for checking their learning environment daily for safeguarding concerns;
  • all staff are responsible for reporting any safeguarding concerns to the Headteacher and Caretaker.

Should a child leave the school premises without permission then SLT must be informed immediately. Parents/carers will then be informed of the incident and the police if necessary. Refer to the Child Missing from School procedure.

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).

Human Resource (HR) and Recruitment use Procius system to ensure DBS, Medical and all safeguarding requirements including reference checking, are met once the job position is secured.

Induction of newly appointed staff, volunteers and work placements:

All staff, supply teachers, volunteers and people on work placements who work in school have a Disclosure and Barring Service (DBS) check. This search highlights people who have a criminal record or if previous allegations have been made against them. If staff are found to have a criminal record the appointment is reconsidered by the Headteacher. The Children Young People Education and Skills Department (CYPES) is informed directly by the Disclosure and Barring Service (DBS).

Induction of volunteers

For extended contact with pupils, when pupils may be left alone with an adult, or when an adult visitor may be in and around the school building a full DBS search will be conducted.

All volunteers and work placements including agencies accessing Janvrin School have a service level agreement and/or a letter of assurance provided by the Resolution Centre which covers, for example; cleaners, School Nurse and Every child our Future Volunteer visitors.

Whistleblowing

If members of staff ever have any concerns about people working, paid or unpaid, they have a professional duty to inform the management accordingly. This can be done in writing or verbally but staff should be prepared to discuss issues in the confidence that any such matter will be dealt with sensitively and with the necessary degree of

confidentiality. For additional guidance see the Whistle Blowing Policy and links within this policy to Whistleblowing policy for public servants of the Government of Jersey

Partnerships with outside agencies

Janvrin School recognises that it is essential to establish positive and effective working relationships with external agencies such as Social Services, Educational Psychologists. EWO's and Children's Services. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

Attendance

Excellent attendance is expected of all children, but when pupils are unwell Parents/carers are expected to confirm absence by telephone immediately. More information and graduated response to any attendance and punctuality concerns can be found on Janvrin School's Attendance Policy , further information regarding CYPES guidelines is available at: P School Attendance Policy for Pupils of Compulsory School Age 20250728PS.pdf

Children Missing from Education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

Children Missing from Education (CME) Policy. CYPES School Attendance Policy

Procedures for a child missing from school when registered can be found on Janvrin School's Child Protection Policy Page 7.

Non-collection of children

As a school we understand that there may be times where circumstances can be beyond our control and that this can impact upon schedules and collection routines – however, this would be a rare occasion and not a common place event.

Some pupils do become anxious when the usual collection routines change unexpectedly – staff will reassure the child that we will investigate and find out who is collecting.

If a child is not collected at the end of the session/day, we will:

- Allow a reasonable time for possible delay due to traffic or unforeseen incident
- Attempt to make contact with parent/carer due to collect to clarify collection arrangements
- Failure to make contact with this parent/carer – School will work through the contact lists held on file in priority order (this is one reason why contact info must be kept up to date) to clarify collection arrangements
- Once collection arrangements are confirmed these will be shared with the child to offer reassurances.

- If collection arrangements change through the school day Parents/carers/carers must inform the school as soon as feasibly possible. Phoning at the end of the day makes it difficult to effectively pass on information.
- If someone attempts to collect who was not expected staff will challenge this and request that the office call to confirm with the parent/carer usually collecting
- If all repeated attempts to get in touch with parents/carers/contacts on the child's data sheet fail school will seek advice from the CHILDRENS AND FAMILIES HUB TEL: 519000 and possibly other agencies – Children's Services, emergency services to attempt to clarify the situation
- Regular late collection will be noted on the system as a safeguarding concern and a meeting between parent/carer and class teacher and/or head teacher to clarify the issues with collection and an attendance plan devised 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.
- Continued late collection may also be referred to MASH via the CHILDREN AND FAMILIES' HUB for further advice.

Behaviour

Please refer to the Positive Behaviour and Anti- Bullying 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.

The school works hard to ensure that all pupils know the difference between bullying and simply "falling out".

Please refer to CYPES policies
P Counter Bullying Policy 20190722 MV.pdf

P Positive Behaviour and Exclusions Policy 20231030JLA.pdf

Racial tolerance

The school will work hard to promote racial equality and harmony by preventing and challenging racism. Racism is tackled in both the RE and in the PSHE curriculum. The pupils take part in discussions designed to raise awareness and address prejudices.

First aid

Please see Janvrin's School's First Aid Policy for more detail.
In school there are always trained members of staff who volunteer to oversee first aid. There are a number of first aid kits situated around school. 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 consulted

- if staff are concerned about the injury or a mark has been left the Parents/carers are contacted and options discussed
- if the injury is a head bump – first aid is given, a head bump sticker is given to the child, a text and email are sent to Parents/carers via the office and the adult collecting at the end of the day is informed about the incident and a head bump letter is issued
- other first aid incidents – first aid is given, a first aid sticker is issued and teachers informed
- if an injury requires A&E treatment an 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:

- ratios for visits must be maintained at all times – 1:6 for FS 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 Headteacher a minimum of one week before any visit for approval and sign off by Leah Gabbiadini (Deputy Headteacher)

Child Protection:

In addition to this guidance please also see the Child Protection Policy.

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, Parents/carers and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Designated Safeguarding Leads

Andrew Willis
Deputy Safeguarding Lead- Mary O' Neill
Further DSL trained appointed people
Leah Gabbiadini

Child Protection flow chart procedures are displayed in every class and reviewed with staff at least annually. The Child Protection policy should be referred to by staff for more detailed information and guidance.

It is the Headteacher's responsibility to ensure the policy is reviewed annually and any deficiencies within the policy addressed immediately. All staff have had appropriate child protection training, which is updated at least every three years.

We recognise that some pupils may be especially vulnerable to abuse. We recognise that pupils who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at

school, their behaviour may be challenging. We recognise that some pupils who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

Please refer to the Child Protection Policy for further information and guidance.

MYCONCERN– REPORT A CONCERN:

An internal referral should be completed via the MyConcern report a concern feature when the thresholds detailed in this policy and in the Child Protection Policy have been reached. Each section should be completed as best as possible, as soon as possible (by hand initially if necessary). Staff will type these records into the Report a Concern form, which is accessed by logging onto - https://www.myconcern.education/Account/Login?returnUrl=%2FConcern%2FView%3Fuid%3D2277774993194280- b78c-d59615b12289%26selectedArea%3DFiles

The logging of this concern will automatically be raised with Designated Safeguarding Lead via email.

Information of a confidential/sensitive nature will be stored within this system, there is restricted access to this via a two-feature access code.

Should the member of staff who has a Child Protection concern need guidance or clarification they will immediately inform a designated child protection adult. The Head Teacher/Deputy Head Teacher/Designated Safeguarding Lead (DSL) or other designated adults will complete the necessary aspects of the MyConcern protocols and complete a referral to MASH through CHILDREN AND FAMILIES HUB should one be needed.

INTERNAL REFERRAL REPORTING A CONCERN:

For colleagues who are not employed staff, supply teachers, volunteers, visitors the internal referral form is available in the main office/classrooms should a safeguarding concern arise. This should be shared with the DSL as a matter of urgency.

CHRONOLOGIES:

A singular based pupil chronology is established on MyConcern. A whole school log is also updated.

CONFIDENTIALITY AND INFORMATION SHARING:

All information obtained by Janvrin School staff about a pupil and their family is confidential and can only be shared with other professionals and agencies with the family's consent. School should obtain written informed consent from Parents/carers/carers, which should be signed and dated in order to share information.

However,* the child's welfare is paramount and School needs to make a professional judgement in circumstances where pupils are at risk from harm, or likely to be. *Where it is in the vital interests of the child, information can be shared with relevant authorities. For example, Health and Social Services

(HSS), Police, School Nurses, Health Visitors in line with The Data Protection (Jersey) Law 2018 and the Data Protection Authority (Jersey) Law 2018

Where a child is at risk of suffering significant harm, School has a duty to share this information with Children's Services, Police and other agencies and make appropriate referrals. Equally, where a child is subject to a child protection investigation, School will share any information about the child requested by the Social Worker.

Parental consent to making a child protection referral should be sought but if withheld, the referral must still be made and Parents/carers made aware of this. Before taking this step, School should consider the proportionality of disclosure against non-disclosure; is the duty of confidentiality overridden by the need to safeguard the child?

Sharing information about child protection disclosures or concerns may also interfere with a criminal investigation or cause undue delay in taking action to protect the child.

In the event that a child makes a disclosure of neglect or abuse, staff cannot guarantee them confidentiality but must explain why they have to pass the information on, to whom and what will happen as a result. Parents/carers should also be made aware of School's duty to share information.

Staff should discuss any concerns or difficulties around confidentiality or information sharing with the Designated Safeguarding Lead or seek advice from Dani Perrier (DSO) Tel; 449477

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. Where appropriate staff will be provided updates on cases and referrals made.

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 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 is designated to take lead responsibility for child protection (and deputy)
- staff undertake appropriate child protection training

Multi-Agency Work

We work in partnership with other agencies in the best interests of the children. The school will, where necessary, liaise with the school nurse and doctor, and make referrals to children's social care. Referrals should be made by the Designated Safeguarding Lead to the CHILDREN AND FAMILIES HUB: Tel: 519000.

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.

MASH will share police information of all domestic incidents where one of our pupils has been present with the Designated Safeguarding Lead(s) in school. On receipt of any information via My Concern the Designated Safeguarding Lead will decide on the appropriate support the child requires.

Our Role in Supporting Children:

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

An individual support plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be involved, and the child's wishes and feelings. A written outline of the individual support plan will be kept in the child's child protection record.

Pupils and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a risk assessment. We will ensure that the needs of pupils and young people who abuse others will be considered separately from the needs of their victims.

We will ensure the school works in partnership with parents / carers and other agencies 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:

a. Behaved in a way that has harmed a child or may have harmed a child;
b. Possibly committed a criminal offence against or related to a child; or • Behaved in a way that indicates s/he 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 pupils 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 Department's Designated Officer. For additional guidance see the CYPES policy 'Dealing with Allegations against Staff & Volunteers'

Allegations of abuse made against other pupils:

We recognise that pupils are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

c. Is serious, and potentially a criminal offence
d. Could put pupils in the school at risk
e. Is violent
f. Involves pupils being forced to use drugs or alcohol
g. Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes) **Procedures for dealing with allegations of child-on-child abuse** If a pupil makes an allegation of abuse against another pupil:
h. You must record the allegation and tell the DSL, but do not investigate it
i. The DSL will contact the CHILD AND FAMILIES HUB and follow its advice, as well as the police if the allegation involves a potential criminal offence
j. The DSL will put a risk assessment and support plan into place for all pupils involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
k. The DSL will contact the pupils and adolescent mental health services (CAMHS), if appropriate
l. See also counter bullying measures as referenced in Positive Behaviour Policy (Positive Relationships)

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting pupils and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

m. Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images

n. Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys

o. Ensure our curriculum helps to educate pupils about appropriate behaviour and consent

p. Ensure pupils are able to easily and confidently report abuse • Ensure staff reassure victims that they are being taken seriously • Ensure staff are trained to understand:

i. How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports

ii. That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening

– staff should maintain an attitude of "it could happen here" o That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:

- Pupils can show signs or act in ways they hope adults will notice and react to
  - A friend may make a report
  - A member of staff may overhear a conversation
  - A child's behaviour might indicate that something is wrong
- That certain pupils may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation o That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy iii. The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it iv. That they should speak to the DSL if they have any concerns

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.

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 premises and accommodation are 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, onsite and off-site activities.

We report ALL notifiable accidents to the Department via the online portal.

We keep thorough records of health and safety incidents and issues.

Promoting Safeguarding via Learning:

We use a range of strategies to promote safeguarding, e.g. teaching children/ young people how to stay safe, how to keep themselves from harm and how to take responsibility for their own and others' safety.

We teach pupils and young people to recognise dangers and harmful situations and to know the preventative actions they can take to keep themselves safe.

Further Information

Keeping Children Safe in Education 20250910DP.pdf

