Janvrin School



Child Protection (CP) Policy

Reviewed May 2026
Re-reviewed November 2026

The care, safety and protection of children is the priority always focus and commitment for all staff at Janvrin School.
The promotion of children's welfare requires this commitment to be shared by all staff and those who work and visit the school.

Purpose of the Policy:

Janvrin School is committed to helping children achieve outstanding outcomes by providing a safe learning environment that will enable them to access all available teaching, support and developmental opportunities.

In line with the United Nation's Convention on the Rights of the Child (UNCRC) Janvrin School will ensure that arrangements are in place to safeguard and promote the welfare of pupils by:

- Providing a safe, healthy learning environment that allows them to develop to their full potential **(Article 24)**
- Identifying children who are suffering, or likely to suffer significant harm, taking appropriate action to safeguard their welfare, particularly those children who are most disadvantaged, with the aim of ensuring they are kept safe at home or at school **(Article 19)**
- Providing pupils with opportunities to discuss issues and report problems affecting their safety and welfare **(Article 12)** · Ensuring safe recruitment practices.
- Ensuring robust procedures for recognition and referral where there are welfare or child protection concerns.
- Monitoring and supporting pupils who are subject to child protection plans and contributing to the implementation of their plan. Weekly meetings with SLT and Pastoral staff ensure up to date reviews and actions are in place, reviewed and responded to as appropriate.
- Raisin awareness amongst staff of child protection issues and ensuring staff are equipped to respond effectively and efficiently to the concerns.
- Teaching children to keep themselves safe, including on-line, and ensuring they know who to approach for help and support **(Article 28).**
- Promote partnership working with parents, carers, the wider community and other professionals **(Article 9).**
- Ensuring the records of pupils transferring in and out of the are received and sent effectively and efficiently and that there are records of transferred documents and a comprehensive handover whenever possible.
- Where concerns have been raised and referred by the school for a child and the outcome/response from other agencies is adequate or appropriate, the school will escalate their concerns in line with the CYPES escalation policy.

Child Protection Policies and Guidelines:

In addition to this policy, all staff must have read and be aware of the following documents and review these on an annual basis:

https://www.gov.je/SiteCollectionDocuments/Education/P%20Keeping%20Children%20Safe%20in%20Education%2020202509 10DP.pdf

Child Protection Policy: CYPES: June 2016

Safeguarding – Roles and Responsibilities for schools and educational establishments: CYPES 2016 **Designated Safeguard Leads (DSL)**

At Janvrin School the Headteacher **(Andrew Willis)** holds the ultimate DSL responsibility. In order to ensure wider access for support and response DSL roles have also been developed with the following staff:

- **Mary O Neill Deputy safeguarding Lead (DSL)**
- **Leah Gabbiadini (Deputy Headteacher)**

In addition to this, and when needed, the following senior leader can also function within the DSL role:

- **Jessica Arthur** (SENCo)

Useful contacts and telephone numbers:

Designated Safeguarding Officer (DSO) Education Department Government of Jersey:
Dani Perrier:449477: Mobile: 07797 954714
Assistant Designated Safeguarding Officer Education Department Government of Jersey:
Mobile: 07797 912384
Police: 612612
Child and Family Hub: 519000

Emergency telephone numbers

Dani Perrier:449477: Mobile: 07797 954714 Designated Safeguarding Officer (DSO) Education Department Government of Jersey:

Victoria Bisson, Service Manager for Vulnerable Children: Telephone: 07797740508

Recognising abuse:

Abuse and neglect are forms of maltreatment.
Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

Abuse may be committed by adult men or women and by other children and young people. Be aware that children might not be ready or know how to tell someone about abuse they have experienced. They might not recognise their experience as harmful or might be embarrassed or threatened not to tell anyone about their abuse.

The Four Categories of Abuse:

Neglect:

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

Provide adequate food, clothing and shelter (including exclusion from home or abandonment);

- **Protect a child from physical and emotional harm or danger;**
- **Ensure adequate supervision (including the use of inadequate care-givers) or ensure access to appropriate medical care or treatment;**
- **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.

Staff Roles and Responsibilities/DSL roles:

All staff are responsible for the safeguarding and care of the children at Janvrin School and the responses needed to ensure swift and effective action.
However, all safeguarding concerns, including Child Protection (CP) must be referred to the DSL at the earliest opportunity:

Andrew Willis (Head teacher)
Mary O Neill (Deputy Safeguarding Lead) In their absence:

Leah Gabbiadini
Jessica Arthur

The role of the DSL is to:

- understand the appropriate child protection procedures and ensuring that the school follows these procedures and that all staff are trained and clear about policy.
- knowing how to identify the signs and symptoms of abuse and when and how to make an enquiry.
- effective record keeping and preparing clear reports.
- attending appropriate training and case conferences
- monitoring any children at risk within the school and meeting with other agencies
- appropriate dissemination of information to key staff within the school.

Responsibilities and Procedures for all staff/visitors:

- We regard all information relating to individual child protection issues as highly confidential and treat this information accordingly. We only pass information on to appropriate persons.
- Staff are vigilant for signs of abuse or neglect and report any concerns to SLT immediately. If a member of staff notices anything unusual about a pupil they must speak immediately to the DSL or their deputy.
- Relevant, factual information regarding child protection issues must be recorded on 'My Concern' by the DSL with the assistance of the staff member (where needed).

- All adults and students working in the school, including those involved with extracurricular activities are required to check with the Head teacher or DSLs regarding current policies and procedures relating to DBS forms.
- There is a Department for Children, Young People, Education and Skills (CYPES) Code of Practice for Contractors. All must report to the school office and sign in in the Property Logbook, wear an identification badge provided by their employer and sign out at the school office when leaving the school.
- Staff should not work with individual pupils in a separate room with the door closed without a viewing panel.
- First Aiders supporting pupils always take heed of child protection issues.
- Update staff training in Child Protection is to be carried out at least annually, with training arranged as required, for new staff.
- All school staff, supply staff and volunteers have access to this policy.
- This policy is to be reviewed annually with staff and sooner if necessary.

Responding to Disclosures and raising concerns:

If a child approaches you to make a possible disclosure of harm it is important to recognise that they have chosen you as a trusted adult to say something which may be very important to them.
Therefore, your full, priority attention is always needed during this process.
Or, if you have noticed an indicator of harm or potential abuse to a child, it is important to enquire with the child directly what you have noticed and seek clarification from them directly.

The following guidance will also be helpful:

Listen to what is said without displaying shock or disbelief and accept what the child is saying; • Allow the child to talk freely; Reassure the child that what has happened is not their fault and they were right to tell someone;

Do not ask direct questions and allow the child to tell their story; • Do not criticise the person alleged to have caused harm.

Explain what will happen next and who has to be told about the incident;
Reassure the child, but explain that it may not be possible to maintain confidentiality, because you have to keep them safe;

Dependent on the age of the child and your professional judgment you should explain that you may need to talk to someone else about what's happened to them or explain that you will need to make an enquiry to The Children and Family HUB;

Parents/carers will normally be informed and consent obtained for a HUB Enquiry. The exception is **where in doing so, the risk to the child may be increased OR if a crime may have been committed and sharing information could hinder a police investigation;**

Ensure that you complete a written record of what has been disclosed and any other actions taken, recording the date, time and the names of any witnesses that may have been present when the disclosure was made.

This record will be taken to the DSL.

The DSL will undertake a clarification talk with the child if needed and if appropriate and then refer to the Children and Faily Hub. A copy of the C & F Hub request for support form will be emailed to the DSL, who will save to My Concern system on the child's profile. Including outcomes and actions form the referral.

Staff who have brought the disclosure to the DSL must check within 24 hours in terms of actions and outcomes, this presents a further safeguarding factor to ensure there is no slippage, drift or delays in process.

Children who may be vulnerable:

Some children may have an increased risk of abuse.
It is important to understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

Children Missing from Education

Children missing education completely is more than an attendance issue. When a child leaves school within or outside of Jersey and moves to another jurisdiction, it is our responsibility to take steps to locate their whereabouts and to make direct contact with their receiving school or education setting. Only after effective attempts have been made by schools to locate the child without success should they refer their concerns to the Education Welfare Team Manager for CYPES.

All staff to read the Child Missing from School Policy/ Procedure and follow the procedure.

Unexplained Exit from Class or School Premises

If a child is marked present through registration but is subsequently found to have exited the class or school premises without prior authorisation or a known reason, this must be treated as a safeguarding concern.

Procedure:

Any member of staff who becomes aware that a pupil has left the class or school grounds after being registered as present must immediately report the incident to the Designated Safeguarding Lead (Head teacher) or Deputy DSL (Mary O Neill).

The DSL or Deputy DSL will take appropriate action in line with the school's safeguarding procedures, including attempts to locate the pupil, contact parents/carers, and inform relevant authorities if necessary.

Further information and procedural guidelines

P School Attendance Policy for Pupils of Compulsory School Age 20250728PS.pdf

Children who harm others:

Janvrin school recognises that children who harm others are likely to have considerable needs themselves and may have experienced or be experiencing significant harm themselves. Child-on-child abuse is the term given in this circumstance.

Child Sexual Exploitation (CSE):

Child Sexual Exploitation involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.
Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious, organised crime by gangs and groups.
What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.
All staff are made aware of the indicators of sexual exploitation, and all concerns are reported immediately to the DSL/DSO.

LGBTQ+ Being LGBTQ+ in itself doesn't put anyone at greater risk, but they may be targeted by their peers or might not have a trusted adult they feel they can talk to.

Female Genital Mutilation (FGM)

FGM is deliberate cutting, injury or change to female genitals, with no medical reason. It's illegal in the UK, including if a girl is taken abroad for it, and is a form of child abuse.

It happens for cultural, religious and social reasons and is a form of honour-based abuse, where crimes are committed to protect or defend the honour of the family or community. Families might believe it's beneficial to a girl or in her best interests, which can mean a girl is less likely to raise concerns or talk about it. It can cause long-term physical problems (e.g., constant pain, repeated infections leading to infertility, and problems with sex, labour and childbirth) and problems with mental health. Girls are more at risk in the summer holidays, as this gives them time to "heal" before going back to school. It most commonly happens between the ages of 5 and 9.

Violence against women and girls (VAWG)

All staff to be aware of the Government of Jersey's ongoing work **It's Not Okay campaign** to address violence against women and girls (VAWG).

https://www.gov.je/StayingSafe/HomePersonal/EMybYS/pages/home.aspx

Street harassment can be any unwanted remarks or actions made towards someone in a public space that makes them feel uncomfortable or unsafe. **Coercive Control Is Abuse.**

Different forms of violence against women and girls include:

Physical

This is violence that results in injuries, distress or health problems. Typical forms of physical violence are:

Beating, strangling, pushing, the use of weapons.

Sexual

Sexual violence is a sexual act committed against the will of another person. This can be either when this person does not give consent or when consent cannot be given because the person:

is a child
has a mental disability
is severely intoxicated or unconscious as a result of alcohol or drugs

Psychological

This includes psychologically abusive behaviours such as:

fear by intimidation
controlling
coercive behaviour
blackmail

Financial

Involves making or trying to make a person financially dependent by:

keeping control over financial resources
withholding access to money
giving an allowance
not allowing the person to work or go to school

Types of crimes and behaviours

Crimes and behaviours covered by gender-based violence can include:

sexual offences
stalking
female genital mutilation
forced marriage
forced prostitution
human trafficking
Domestic abuse, includes all acts of physical, sexual, psychological, and financial violence that occur within the family, domestic unit, or between intimate partners. These can be from a current or former partner or when partners don't live together
online violence. This includes illegal or harmful behaviours online and can be also linked to experiences of violence in real life. Online violence can be:
illegal threats
stalking
incitement to violence
unwanted, offensive or sexually explicit emails or messages
sharing of private images or videos without consent
inappropriate advances on social networking sites
sexual harassment. This includes unwelcome verbal, physical or other non-verbal conduct of a sexual nature with the purpose or effect of violating the dignity of a person
honour-based abuse. This means violence, threats of violence, intimidation, coercion or abuse which have or may have been committed to protect or defend the honour of an individual, family or community for alleged or perceived breaches of the family or community's code of behaviour

Allegations regarding person(s) working in or on behalf of the school (including volunteers) **When** an allegation is made against a member of staff, set procedures must be followed in accordance with the Department for Children, Young People, Education and Skills (CYPES)'s policy.

It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils, and we must act on every allegation.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

Where an allegation is made against any person working in or on behalf of the school that he or she 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; or

behaved towards a child or children in a way that indicates he or she will pose a risk of harm if they work regularly or closely with children.

Janvrin School will apply the same principles as in the rest of this document, as well as always follow the procedures outlined in the above-mentioned document. This includes allegations against staff in their personal lives. Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly, in line with agreed procedures and outcomes recorded.

Initial Response to an allegation or concern:

Initial Action by person receiving or identifying an allegation or concern (DSL or member of SLT):

Treat the matter seriously and keep an open mind.

Make a written record of the information, including the time, date and place of incident/s, persons present and what was said and sign and date this.

Immediately report the matter to the most senior person in the organisation. **Initial Action by the Designated Safeguarding Leader:**

Obtain written details of the concern or allegation, but do not investigate or interview child, adult or witnesses.

Contact the Department for Children, Young People, Education and Skills (CYPES)'s Safeguarding Lead within 1 working day.

Discuss with the Department for CYPES Safeguarding Lead - next steps.

Contribute to the child protection process by attending professional strategy meetings;

- Ensure clear and comprehensive records regarding the allegation, and action taken and outcome are retained on the staff member's personnel file.
- Consider along with Human Resources and the Department for CYPES Safeguarding Lead whether a referral to the DBS should be made.

Further information and procedural guidelines

https://www.gov.je/education/documents/managing%20allegations%20policy%20.pdf

Whistleblowing

See the Government of Jersey Whistleblowing policy.

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of senior management and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of children may be at risk.

You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues, or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young person who is targeted. These children need someone like you to safeguard their welfare. Don't think what if I'm wrong – think what if I'm right?

How to raise a concern:

You should voice your concerns, suspicions, or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken.

https://www.gov.je/Working/WorkingForTheStates/PoliciesAndProcedures/PeopleServices/pages/whistleblowingpolicy.aspx

Try to pinpoint exactly what practice is concerning you and why.

Approach your immediate manager, Designated Safeguarding Lead/Headteacher.

If your concern is about your immediate manager/Head teacher, speak to the Department for Children, Young People, Education and Skills (CYPES)'s Safeguarding Officer

Make sure you get a satisfactory response – don't let matters rest.

Ideally, you should put your concerns in writing, outlining the background and history, giving names, dates and places wherever you can.

A member of staff is not expected to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern. Refer to the States of Jersey Whistleblowing