



Le Rocquier School Safeguarding and Child Protection Policy

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Review and updates completed by Nicola Eastham (DSL), September 2023

Aims

Le Rocquier School is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share this commitment. It is the responsibility of all adults to have a child-centred approach, to safeguard and promote the welfare of all children and young people, with a particular focus on children and young people with Special Education Needs (SEN) and Children Looked After (CLA) who may be more vulnerable.

This policy should be read in conjunction with the following policies:

1. Keeping Children Safe in Education: for schools and colleges, KCSIE (2023)
2. Intimate Care Policy, CYPES, 2016
3. Positive Behaviour, Exclusions & Part-Time Timetables Policy & Practice, CYPES, 2021

(See appendix 1 for additional CYPES policies)

This policy will be reviewed annually and will be made available to parents and carers on our school website.

Designated Safeguarding Lead: Nicola Eastham (ext. 1322)

Deputy DSL: Yvonne Devereux (ext. 1320)

DSL Line Manager: Roxanne Shipton-Taylor (Deputy Head Teacher)

Overall responsibility lies with the Head Teacher, Mr Andrew Adkin

Staff who can respond to concerns if the above are not contactable:

- Any of the SLT
- Sharon Hudson, office manager (Tel. 1101) who will find a member of the safeguarding team or a member of the SLT to respond.

What is abuse?

There are 4 main categories of abuse:

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse: 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.

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

Disclosures of or suspected child sexual abuse will be managed by following the CSA pathway (see appendix 1).

Other Types of Abuse

Harmful sexual behaviour (HSB) is an umbrella term for the different forms of inappropriate, problematic, abusive, and violent sexual behaviour. HSB is a term used to describe sexual actions that are outside what is safe for a young person's stage of development. It includes actions that can harm either young person themselves, or another person.

It can include:

- frequently and intentionally accessing age-inappropriate sexual material online
- using inappropriate language
- undertaking mutual sexual activity that they are not ready for, with peers.
- sending and receiving illegal images
- sexual interactions where there are significant power differences, lack of consent, or through force or threats.
- engaging in abusive or sexually violent sexual behaviour online or offline.

Sexual harassment is unwanted behaviour of a sexual nature which, whether intended or not violates your dignity and creates an offensive environment. Sexual harassment can be committed by both adults and other young people. It includes:

- sexual advances and touching
- sexual comments both in person and online
- objectification of a person's body
- asking intimate questions
- showing or sending you sexually explicit pictures or videos
- sexual jokes or propositions
- talking to another person about sex and pornography

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying
- abuse in intimate personal relationships
- physical abuse
- sexual violence / forced sexual activity such as rape, sexual penetration without consent and sexual touching with consent.
- consensual and consensual sharing of nude and semi-nude images
- upskirting.
- sexual harassment such as sexual comments, remarks, jokes, and online sexual harassment.

All staff should be aware that children can abuse other children. The Jersey Sexual Offence law updates and clarifies the definition of several sexual offences. It also gives protection for any victims of any gender.

Domestic Abuse

Domestic abuse can be emotional, physical, sexual, financial, and psychological such as;

- kicking, hitting, punching, or cutting.
- rape (including in a relationship).

- controlling someone's finances by withholding money or stopping someone earning.
- controlling behaviour, like telling someone where they can go and what they can wear.
- not letting someone leave the house.
- reading emails, text messages or letters.
- threatening to kill someone or harm them.
- threatening to another family member or pet.

Being exposed to domestic abuse has serious consequences for children and young people; and it can affect how they feel, think, and behave in harmful ways.

School will work closely with the C&F Hub and Jersey Domestic Abuse Support (JDAS) if a concern is raised around DA.

A domestic abuse notification (DAN) received by school through My Concern will lead to a well-being check with the young person if deemed appropriate.

Female Genital Mutilation (FGM)

FGM is when a female's genitals are deliberately altered or removed for non-medical reasons. It is also known as 'female circumcision' or 'cutting' but has many other names.

Girls living in communities that practise FGM are most at risk. It can happen in the UK or abroad. FGM is a form of child abuse. It is dangerous and a criminal offence.

FGM is a standalone offence under Jersey law. The related offence includes:

- carrying out FGM
- assisting FGM
- failing to protect a child aged 15 or younger from risk of FGM.

The law identifies those regulated professionals who are required to report apparent FGM, including:

- teachers
- social workers
- doctors
- midwives
- nurses
- a person registered to administer body piercing or tattooing.

The law also allows orders to be made by a court to protect people from FGM. An offence is committed if someone breaches such an order.

Responsibilities of all staff

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who encounters children, and their families has a role to play.

At Le Rocquier school it is the responsibility of all staff:

- to read the September 2023 updated *Child Protection and Safeguarding Policy* and Part 1 of the *Keeping Children Safe in Education* document
- to read the *Intimate Care Policy* for those staff engaging in personal care.
- to be subject to the *Safer Recruitment* processes and checks
- to complete *Level 1 Safeguarding Children online* training as a minimum
- to engage in annual refresher / safeguarding training
- to report all concerns in line with procedures outline below.
- to conform to guidance around confidentiality (covered in Level 1 training)
- to know and understand the key procedures for dealing with suspected child abuse or a student reporting abuse.
- to understand it is not their role to investigate any disclosure made by a student.
- to understand that safeguarding concerns should not be discussed with anyone except the designated persons.
- to ensure lesson registers are completed accurately within the **first ten minutes of a lesson and any missing student reported.**
- prioritising the welfare of children and young people
- to stay within the child protection laws at all times.
- to modelling good behaviour for young people to follow.
- to adhere to the safeguarding Code of Conduct
- to challenging all inappropriate behaviour and reporting any breaches of the Code of Conduct to headteacher, Andrew Adkin
- to disclose (self-declaration) any convictions, disqualification or barring from working with children and any overseas information relevant to the safeguarding of children

Any member of staff suspecting or receiving reports of child abuse must report it immediately to the DSL (or others listed above). Please attempt to do this in person rather than leaving a message or using My Concern. If you cannot speak with one of the contacts above, contact a member of SLT directly, or if they are not available, contact Sharon Hudson, office manager and ask for a member of SLT to see you urgently, even if this means asking the Head Teacher to leave a meeting to assess the response needed. It is particularly important that responders are informed quickly if a report is received in the afternoon, as a child leaving at the end of school for home might not be appropriate.

Use MyConcern (found online at myconcern.education) for less immediate concerns. For example, a sudden change in behaviour or you just feel 'I should let someone know about that.' It is these small pieces of information that often lead to the discovery of more serious issues.

Any concern should always be reported, no matter how small or insignificant it may seem. It is always better to report something, and it results in no further action, than to fail to report something which could lead to a child failing to be safeguarded.

Physical Intervention and Restraint: Staff must adhere to Government of Jersey, Positive Behaviour Exclusions and Part-Time Timetables, Policy (2021)

Key Procedures

- Report all concerns immediately.
- Always report information regardless of how insignificant it may seem at the time.
- **Do not** promise to keep secrets or not tell – you must never keep information about suspected or reported abuse to yourself.
- **Do not** question a student about abuse; your role is to listen (cases have failed in court because well intentioned staff have put leading questions to a student)
- During school hours you **must not** contact Social Services/Children and Family Hub directly. This is the duty of the designated staff in school. However, any out of hours concerns should be reported to the duty social worker or you can complete a Children and Family Hub referral.
- If you have witnessed another member of staff assaulting or abusing a student in any way this must be reported to the Head Teacher immediately. Do not speak or discuss this situation with any other member of staff.
- Use the low-level reporting procedure to inform the head teacher about concerns in relation to a colleague (see section below)
- Use the self-referral reporting procedures to inform the head teacher about any situation you have found yourself in that does not follow the code of conduct outlined below
- **Do not** talk about the case to anyone else other than the designated member of staff you have passed the information on to.

Dealing with a Disclosures

Responding to a young person who has just disclosed abuse can feel overwhelming. The following guidelines ensure you can manage the disclosure appropriately.

- **Listen** carefully - do not appear shocked or share your own views or experiences.
- **Reassure** the young person they have done the right thing by telling you
- Give the young person **time** and space to feel comfortable to tell
- Let them know you will be passing on what they have told you so they can get the right support.
- **Record** verbatim what you have been told.
- **Explain** what you will do next.
- When talking to a student the safeguarding team will use the **TED** (Tell, Explain, Describe) questioning technique when appropriate. This will ensure no leading questions are asked.

For further guidance, see appendix 1 (Responding to a Child's Disclosure of Abuse / NSPCC Learning)

Low level Concerns

A low-level concern is a concern about an adult that is acting in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.

The term 'low-level' concern does not mean that the concern is insignificant, it means that the behaviour towards a young person does not meet the harm threshold set out on page 87, paragraph 355, of KCSiE 2023.

For further information around 'low-level' concerns please read pages 100 -104 in the KCSiE document 2023.

Low level concerns are concerns in which a staff member is acting in a manner not consistent with the good practice (Code of Conduct) and policies. Therefore, staff are directed to adhere to the Safeguarding Code of Conduct.

If deemed appropriate, low-level concerns raised will be discussed with the staff member to support them to follow the Safeguarding Policy.

To report a low-level concern, email Nicola Eastham, DSL and Andrew Adkin, headteacher using the subject heading **Low Level Concern.**

Staff members may request anonymity when reporting a concern, this will be respected where possible, however if the concern escalates to an investigation, anonymity will not always be possible.

Code of Conduct

Staff should not:

- use their own devices to take photographs or recordings.
- give out personal phone numbers or contact details.
- engage with a student through any social media platform.
- discuss students, families, or other school related affairs on chat platforms.
- post online anything that could compromise their position as a trusted professional, this includes personal photographs, public forum comments and sharing of videos.
- meet up with students outside of school.
- give gifts of any description (including vapes, alcohol, cigarettes, drugs)
- give inappropriate attention to students by being over friendly.
- engage with a student using inappropriate sexualised, intimidating, or offensive language (including jokes / banter) and / or 'private' jokes or conversations.
- engage in intimate or one-to-one physical contact.
- access student information without an appropriate reason to do so.
- transport students in own vehicle unless an approved risk assessment has been completed and it is deemed relevant to your role.
- blur professional and personal boundaries with students and/or their families.
- allow concerns or allegations to go unreported.
- smoke, consume alcohol or use illegal substances or be under the influence of substances when working directly or indirectly with young people.
- develop inappropriate relationships young people.
- make inappropriate promises to young people.
- engage in behaviour that is in any way abusive, including having any form of sexual contact with a child or young person.
- act in a way that can be perceived as threatening or intrusive.
- patronise or belittle children and young people.
- make sarcastic, insensitive, derogatory, or sexually suggestive comments or gestures to or in front of young people.

Self-referrals

There may be times in which you have found yourself in a situation where you:

- inadvertently have not followed the Code of Conduct guidance.
- acted in a way that could be misinterpreted or appear compromising to others.

Examples include:

- reflecting on something you said/did that would be deemed inappropriate, aggressive, unprofessional, either unintentionally or otherwise.
- giving a student a lift in your car in an emergency / last resort situation.
- student hugging you unexpectedly.
- student buying you gifts, being overly attached, or attracted to you.
- breaching confidentiality guidance.
- being approached by a student outside of school.

To make a self-referral, email Nicola Eastham, DSL and Andrew Adkin, headteacher using the subject heading **Self-Referral**.

Staff making a self-referral will be supported and the incident evaluated following guidance.

Vulnerable Children

Research indicates that a young person with **special educational needs** is particularly vulnerable to abuse. This has also been shown to be the case for young people who are **looked after** under the care system and those that are struggling to manage their **mental health**.

When supporting a young person with additional needs, a tailored approach made be required. The approach needed will be based around the communication and cognitive abilities of the young person. The DSL will liaise with the SENCo and/or the school-based counsellor and other appropriate professional if deemed necessary in order to decide on the most suitable approach to support a young person where a safeguarding concern has been raised.

Safeguarding and Attendance

The reporting of a young person absent from education is a vital safeguarding procedure. Le Rocquier School has a separate Attendance Policy and attendance team in place, however the expectation is that all staff have the responsibility to report a young person missing from a lesson as soon as possible. The procedure is as follows:

- class register to completed with the first ten minutes of a lesson.
- if a young person has been in the lesson previously but has not turned up to the next lesson, please report using the On Call system.
- this report will be shared with the attendance team and after an initial search of the building a phone call home will be made to report that the young person's whereabouts are unknown.
- if the young person is a child looked after then the social worker will also be informed.

- all incidents will be recorded on My Concern.

Attendance officer: Michelle Ross

Education Welfare Officer: Yvonne Devereux

My Concern Recording System

All States of Jersey schools record safeguarding concerns and chronologies using the online database called My Concern. At Le Rocquier School, all staff have training on the use of My Concern and how to log a concern. It is the responsibility of the DSL and the senior leadership team to ensure all concerns are investigated. Concerns raised are only accessible by the identified senior leadership and designated safeguarding team. My Concern records include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, and a note of any action taken / outcomes.

It is the responsibility of the DSL to ensure My Concerns files are included in any student transfer; either electronically transferred or the PDF downloaded and filed into student main file.

The DSL, head teacher and deputy heads have administration rights to My Concern which enables them to manage users and access data reports. The Families and Children's Hub and CYPES designated safeguarding officers can also access My Concern information.

Actions following a raised concern.

On receipt on a raised concern the DSL will:

- Review the safeguarding record of the young person.
- Follow KCSIE guidelines and escalate all concerns that are deemed to meet threshold to the C&F Hub
- Parents will be informed, and consent sought for a referral unless it is felt that this would put the young person at risk.
- If no referral is necessary, then the concern will be dealt with at school level and actions recorded.
- Concerns will be shared with the allocated social worker of a young person.

Safeguarding Training

- It is the head teacher's responsibility to ensure that all staff are acquainted annually with the safeguarding procedures (and all new staff as and when they take up their posts). The designated safeguarding lead will ensure that staff who need to undertake safeguarding training do so on a regular basis.
- Within the academic school year, every member of staff will attend a CPD session led by the designated safeguarding lead.
- New staff will have a safeguarding induction session with the designated safeguarding lead as soon as possible on joining the school.
- My Concern data and/or observations showing prevalent patterns or concerns will inform training needs for whole school and/or individual roles such as Heads of Year
- DSL will regularly attend training courses to ensure up to date knowledge is held. Course providers are mainly the Safeguarding Partnership Board, CYPES and The Safeguarding Company (My Concern).

Roles & Responsibilities

Responsibilities of the Head Teacher

This includes:

- Being responsible for the safeguarding of young people and adults in their care
- Supporting all staff, governors, and volunteers to meet their safeguarding responsibilities.
- Facilitating safeguarding training for staff, governors, and volunteers where appropriate, including allocating necessary resources and time
- Implementing all safeguarding policies
- Ensuring appropriate site security arrangements are in place.
- Ensuring school representation at Departmental and Safeguarding Board briefings e.g., subsequent to serious case reviews and
- Ensuring oversight and implementation of the responsibilities of others.
- Ensuring safer recruitment practice is followed whenever recruiting and that all staff hold an up-to-date DBS
- Ensuring visitors / volunteers accessing the school are appropriately managed in relation to safeguarding.
- Ensuring appropriate action is taken when an allegation is made against a member of staff, following the Managing Allegations Against Adults or Volunteers and the CYPES DSO are contacted and informed as soon as possible. [Managing Allegations Policy.pdf \(gov.je\)](#)

Responsibilities of the Designated Safeguarding Lead

The designated safeguarding lead, Nicola Eastham, reports directly to the Deputy Head Teacher for Inclusion, Roxanne Shipton-Taylor.

The DSL role includes:

- Ensuring that all appropriate staff are aware of students on the Child Protection Register, or of concerns about suspected abuse, especially when students change class or school.
- Having allocated time to fulfil the role and will attend CP Conferences, Core Group, and child in need meetings.
- Maintaining thorough safeguarding records
- Attending training in child protection, inter-agency co-operation and online safety, updated annually, and additional training as appropriate.
- Keeping up to date with changing legislation, departmental policies, and guidance
- Attending CSE, CCE, Strategy and MASE meetings.
- Managing cases, supports students and staff, and refers cases to relevant agencies where appropriate, including Children and Family Hub enquiries.
- Ensuring that the Child Protection and Safeguarding Policy is available to all staff in school and updated on the school website.
- Delivering regular training for school staff
- Working in partnership with parents, students, and outside agencies
- Working closely with the education welfare officer, Yvonne Devereux, to identify children absent from education or at risk of NEET.
- Line Managing and working closely with the school-based counsellor, Teresa Pryor, to ensure effective safeguarding practices are in place.

- Keep SLT updated with student cases and outcomes.
- Support staff with training needs and those who may have found a particular disclosure or incident difficult.
- Online safety lead: daily review of light speed reports and follow up when deemed necessary, education / guidance for parents, staff, and students in relation to online safety
- Liaise with the headteacher and keep him up to date of current issues.
- Liaise with line manager on strategic developments.

Responsibilities of Parents, Carers and Students

Parents /carers and students will be encouraged to:

- Work in partnership with their child's school to ensure the wellbeing of their child and others.
- Be vigilant and raise any concerns they may have about a young person's safety with the school and appropriate agencies.
- Create an environment where others are respected and valued in the school community and the community in general.
- Raise any concerns they may have for their own or peer's welfare with a trusted adult.

Confidentiality

Total confidentiality should never be promised to a student. Students must be informed that you will pass on any concerns to ensure their safety.

Staff must not discuss any safeguarding concerns with any person other than the designated staff.

Data will be shared in line with the Government of Jersey '*Procedure for disseminating sensitive information (Child Protection) Policy*' (2016)

Data will only be shared with third parties if it is permitted under the provisions of the '*Data Protection (Jersey) Law*' (2018).

Digital safeguarding (Online Safety)

Staff must adhere to CYPES 2021 *Online Safety Policy* (see Appendix) in particular; staff should note section 6 a & b which provides guidance for the conduct of staff online and monitoring online access in lessons.

Filtering and monitoring of online activities have been added to KSCIE, 2023.

This now requires staff to:

- ensure they use *Impero* when students are working online to monitor use.
- physically monitor screens by walking around the room and viewing screens, particularly when using laptops
- Ensure staff devices are secure and not given to students.
- DSL and Senior Team to monitor and assess Light Speed daily reports.

Appendix 1

Linked CYPES Policies

Counter Bullying Policy 2019

<https://www.gov.je/SiteCollectionDocuments/Education/P%20Counter%20Bullying%20Policy%2020190722%20MV.pdf>

Online Safety Policy 2021

<https://www.gov.je/SiteCollectionDocuments/Education/Online%20Safety%20Policy.pdf>

Self-harm: early Intervention and Support in Schools 2016

<https://www.gov.je/SiteCollectionDocuments/Education/P%20Self%20Harm%20-%20Early%20Intervention%20and%20Support%20in%20Schools%2020160406%20JR.pdf>

Intimate Care Policy 2016

<https://www.gov.je/SiteCollectionDocuments/Education/P%20Intimate%20Care%20Policy%2020160408%20NR.pdf>

Positive Behaviour, Exclusions & Part-time Policy and Practice 2021

<https://www.gov.je/SiteCollectionDocuments/Education/Positive%20Behaviour%20Exclusions%20and%20Part-Time%20Timetables%20Policy.pdf>

Transgender Guidance for Jersey Schools

<https://www.gov.je/SiteCollectionDocuments/Education/Transgender%20Guidance%20for%20Jersey%20Schools.pdf>

Managing Allegations Against Staff 2021

<https://www.gov.je/SiteCollectionDocuments/Education/Managing%20Allegations%20Policy.pdf>

Swimming Risk Management Policy

<https://www.gov.je/SiteCollectionDocuments/Education/P%20Swimming%20Risk%20Management%20Policy%2020161024%20RB.pdf>

Incident Reporting and Investigation Policy

<https://www.gov.je/SiteCollectionDocuments/Education/P%20CYPES%20Incident%20Reporting%20and%20Investigating%20Policy%2020230401%20MW.pdf>

Jersey Sexual Offence Law 2018

[Sexual offences law \(gov.je\)](#)

Managing Allegation Policy, CYPES, 2022

[Managing Allegations Policy.pdf \(gov.ie\)](#)

Multi-Agency Guidance Child Sexual Exploitation 2018

[Multi-Agency-Guidance-Child-Sexual-Exploitation.pdf \(safeguarding.ie\)](#)

Child Sexual Abuse Pathway

[CSA-Pathway.pdf \(safeguarding.ie\)](#)

Responding to a Child's Disclosure of Abuse / NSPCC Learning

[Responding to a Child's Disclosure of Abuse | NSPCC Learning - YouTube](#)

